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Archer Milton Huntington, 1870-1955

Archer Milton Huntington died at his estate, Stanerigg Farm, Redding, Connecticut, on December 11, 1955, at the age of 85. In his passing Hispanic studies in the United States, Spain, and Hispanic America have lost a generous patron who was also in his own right a scholar of distinction, a poet of charm, and in everything he did a good citizen. Born in New York City on March 10, 1870, he was the son of Collis P. Huntington, whose name will always be associated with the development of the West, particularly as the builder of the Southern Pacific Railroad. Privately educated, by the age of 15 Archer Huntington had shown the beginnings of an intense and lifelong interest in Hispanic letters, art, and culture. This bent was encouraged by his father, with whom he had traveled in Mexico. He gave up the idea of a regular college course in order to concentrate on the study of Old Spanish and Arabic under the direction of Professor William Ireland Knapp of Yale, who tutored him in these fields and later accompanied the youthful enthusiast on his first journey to Spain, in 1892. Huntington traveled by stagecoach, on muleback, or afoot, taking along heavy photographic equipment, over much of Northern Spain, partly to gain personal knowledge of the territory that was the setting for the *Poema del Cid*. One of the fruits of this pilgrimage was *A Notebook in Northern Spain* (1898); even more important was the publication in 1897 of his scholarly critical edition, with translation and notes, of the *Poema del Cid*, based on long study of the unique manuscript text that had been placed at the disposal of the young scholar by Alejandro Pidal y Mon.

In 1898, Mr. Huntington began archaeological excavations in the ruins of Roman Italica, near Seville, continuing the work of Engel, the French archaeologist. Through Engel he met Francisco Rodríguez Marín, the eminent Cervantist, who subsequently introduced Huntington to the Marqués de Jerez de los Caballeros, the well-known collector of unique and other rare books, whose collection was later purchased by Mr. Huntington and ultimately became part of The Hispanic Society of America library.

The broad interest in Hispanic culture—archaeology, architecture, plastic arts, the decorative arts, scholarship, and letters—manifested in these activities characterized the rest of Mr. Huntington's life. His collections of books and manuscripts, of paintings and sculpture, of coins and other archaeological finds, of art objects in glass, pottery, lace-work, ironwork, jet, jewelry, costume, and related fields, soon overtaxed the facilities of the Huntington home at Baychester, New York, and in 1904 Mr. Huntington established The Hispanic Society of America. In 1905 he built the Society's building, to which wings were added in 1915 and in 1921, in Audubon Park, formerly part of the estate of John James Audubon, on Broadway, between 156th and 157th Streets, in New York City, and made it the repository of his treasured collections. This building was followed by the neighboring buildings of The American Numismatic Society (1907), The American Geographical Society (1910), the Church of Nuestra Señora de la Esperanza (1912), The Museum of the American Indian, Heye Foundation (1922),

and The American Academy of Arts and Letters (1923). It is no secret that all these projects benefited from the generosity of Mr. Huntington. He presented his collections of coins to The American Numismatic Society, of which he was Honorary President throughout his life; he was a former President of The American Geographical Society, and a Trustee of The Museum of the American Indian; and he was officially known as the Founder and President of The Hispanic Society of America from its inception until his death. A handsome *History of The Hispanic Society of America, Museum and Library, 1904-1954*, with a survey of the collections prepared by members of the staff, profusely and beautifully illustrated, was published in 1954 in commemoration of the Society's first half-century of existence.*

The foundation, staffing, and continued enrichment of the collections of The Hispanic Society of America was Huntington's first and greatest contribution to Hispanic studies. I should like to point out that in all its publications: facsimiles of unique manuscripts and books, critical editions, studies of writers and artists, illustrated catalogues of paintings, or sculpture, or handicrafts, or other *objets d'art*, and in numerous other works of scholarship, the title-page always bore the legend "Printed by Order of the Board of Trustees." The name of the Founder appears relatively infrequently in materials published by the Society. This is obviously the result of his own modest wish. Election of members, limited to one hundred persons representative of the interests of Hispanic letters and culture throughout the world, is for life, and by action of the Board of Trustees, made up of the persons named in the original foundation deed and their successors. Usually members are selected from the "corresponding members," whose numbers are not limited. There is an Advisory Board of ten members, on whose roster since the founding one finds names like James Fitzmaurice-Kelly, Hugo Albert Rennert, Raymond Foulché-Delbosc, Marcelino Menéndez y Pelayo, the Duke of Alba, Miguel de Unamuno, Ignacio Zuloaga, Aubrey F. G. Bell, Rafael Altamira, and E. Allison Peers, as well as those of John Hay, Mark Twain, Nicholas Murray Butler, Elihu Root, Henry Fairfield Osborn, and Royal Cortissoz. There are no dues or other financial obligations; I became a corresponding member in 1919, and in 1947, while editor of *Hispania*, following the publication of our Quadracentennial Issue in honor of Miguel de Cervantes Saavedra, a regular member. During these years I have been the grateful recipient of a shelf of books, brochures, and pamphlets, many of which are now out of print, and which, like most professors, I could not have paid for out of my own pocket. Yet these were always sent "With the compliments of the President and Trustees of The Hispanic Society of America." Among them are such treasures as the Society's edition of Robinson Smith's translation of *Don Quijote*; Hayward Keniston's critical edition of the works of Garcilaso de la

* Much of the information on which this sketch of Mr. Huntington is based is derived from this imposing and priceless commemorative volume.

Vega and his critical study of the life and works of the poet; Fitzmaurice-Kelly's *Some Masters of Spanish Verse*; Clara Louisa Penney's scholarly editions of the correspondence of Ticknor and of Prescott, respectively, with Pascual de Gayangos; Joseph Dunn's systematic *Grammar of the Portuguese Language*; and Elizabeth du Gué Trapier's magnificent *Velázquez*. An unusual item is a microphotographic reproduction of Covarrubias: *Tesoro de la lengua castellana o española*, together with a handy "Fiske Reading Machine," invented by Admiral Fiske, in order to make it possible to use this predecessor of current microfilm aids.

Among Mr. Huntington's contributions to Hispanic culture, besides the foundation of the Society, were the restoration of the Casa de Cervantes in Valladolid and the Casa del Greco in Toledo. In these projects, of course, he acted in cooperation with distinguished Spaniards, especially the Marqués de la Vega Inclán. To North American Hispanists, an outstanding service was his help in the development of the Hispanic collections of the Library of Congress, although he characteristically insisted that all his contributions be listed as gifts from The Hispanic Society of America. They began in 1927 with the grant of a fund for the purchase of recent books dealing with Spain and Portugal and their daughter nations in the New World. This was followed by the gift in 1928 of a fund to maintain a consultantship in Hispanic literature at the Library. In 1936, a culminating gift made it possible to remodel, equip, and maintain a room in the Library for the assembling of all its Hispanic material. Three years later The Hispanic Foundation was established at the Library, under the joint sponsorship of the Library of Congress and The Hispanic Society of America.

Space does not permit adequate mention of Mr. Huntington's services in bringing to the attention of the American art public the importance of Spanish art and artists. Manuals of art published before the advent of The Hispanic Society sometimes tended to ignore or minimize the contributions of Spanish artists. Even the scholarly *Apollo* of Salomon Reinach, in my copy (tenth edition, 1920) gives only five pages to "L'École Espagnole" out of a total of 325 pages, though this disproportion was partly corrected in the Spanish translation of the work. Compare this situation with the present enlightened attitude towards Velázquez, "the painters' painter," El Greco, Goya, and the other great names of Spanish painting. Recall also that The Hispanic Society introduced Sorolla and Zuloaga, as well as the great Argentine Cesáreo Bernaldo de Quirós and other artists, to the United States. This tremendous change in public appreciation is a measure of Mr. Huntington's achievements in spreading knowledge of Hispanic art and culture.

Archer Huntington's own poetic gifts were considerable, and resulted in the publication from time to time of a number of volumes of original verse, much of it on Hispanic themes, which brought him deserved recognition as a poet. His *Collected Verse* (1953) brings together some six collections previously published.

Under the Founder's leadership, The Hispanic Society has welcomed writers, scholars, artists and musicians on personal visits to the United States. It has also sponsored readings and exhibits in New York and elsewhere. James

Fitzmaurice-Kelly, Rubén Darío, María de Maeztu, Vicente Blasco Ibáñez, Ramón Pérez de Ayala, the lamented Granados, and many others have enjoyed its hospitality.

Most noteworthy for American teachers in the Hispanic field is the fact that early meetings of the present American Association of Teachers of Spanish and Portuguese were held at The Hispanic Society building in 1916 and 1917. Moreover, as Lawrence A. Wilkins, the first President of the Association, pointed out in his article "On the Threshold" published in the "Organization Number" of *Hispania* (November, 1917), Mr. Huntington and Mr. Juan C. Cebrián provided the necessary funds for organization expenses. Both became life members, and both were elected Honorary Presidents. On the death of Mr. Cebrián some years ago Mr. Huntington became the sole Honorary President of the Association, a post he held until his death.

In 1923, Mr. Huntington married Anna Hyatt, a distinguished sculptress, who survives him. A sincere partner in all his activities and aspirations, she has made numerous contributions in her own field, the most significant perhaps being her stirring statue of El Cid, presented to Sevilla in 1927, a replica of which stands on the terrace of the Hispanic Society building, with additional sculptures of lions, stags, boars, jaguars, and other animals from the same gifted hands. In 1942 a relief of Don Quixote by Mrs. Huntington, and in 1943 her relief of Boabdil, were installed on the terrace walls of the North Building. Mrs. Huntington also contributed to the design of the Society's medals.

Mr. Huntington's benefactions have not however been confined to the Hispanic field. They include the Archer and Anna Huntington Wild Life Forest Station, in the Adirondack Mountains, a gift to Syracuse University; a tract of land given to the Palisades Interstate Park; the Mariners' Museum at Newport News, Virginia; and Brookgreen Gardens, for the display of American sculpture, near Georgetown, South Carolina. The Huntington estate at Redding, Connecticut, has been deeded to the State of Connecticut as a park, subject to the life use of his widow. All of these tracts also serve as wildlife refuges and resting-places for migratory birds—another public service.

Honorary Master's degrees from Yale and Harvard came to Mr. Huntington in early recognition of his edition of the *Poema del Cid*. He also received honorary Doctor's degrees from Columbia, the University of Madrid, and Kenyon College, and he held numerous corresponding memberships, notably in the Spanish Academy, the Academy of History, the Ateneo of Madrid, and the Royal Numismatic Society, to mention only a few.

It would be easy, in closing this inadequate notice of Archer Huntington's achievements, to include an expression of extreme grief at his passing; from what I know of him, that would have been most unfitting in his judgment, as it certainly is in mine. He lived a full and useful life, and achieved a large part of what must have been his most ambitious youthful dreams of service. I am glad to have had the privilege, as chairman of the Committee on Resolutions at the 1954 annual meeting of the Modern Language Association of America, of preparing and offering a resolution of appreciation to Mr. Huntington and to The Hispanic Society of America on behalf of the many representatives of

humane studies in that organization; and to have paid earlier tribute to him as "the Maecenas of Spanish studies in the United States" in my "Spanish Studies in the United States," first written for the *Bulletin of Spanish Studies* at the invitation of its editor, the late E. Allison Peers, and later reprinted in the *Bulletin of the Pan American Union* for March, 1926, and as a "separate" by the Pan American Union. I do not think I could say better now what I said then.

Mr. Huntington's finest epitaph in my opinion is this inscription from the Society's building, which was also used as a dedication to the Society's fiftieth-year anniversary

volume: "A long and faithful love of Spain founded this Society and erected these buildings in honor of her arts and literature." To this I should like to add as appropriate the eloquent closing lines of Longfellow's masterly free rendering of the moving *Coplas por la muerte de su padre* of Jorge Manrique: ". . . Encircled by his family, Watched by affection's gentle eye, So soft and kind—His soul to Him who gave it rose. God lead it to its long repose, Its glorious rest! And, though the warrior's sun has set, Its light shall linger round us yet, Bright, radiant, blest."

HENRY GRATTAN DOYLE

The George Washington University

* * *

Anyone, who has studied with any thoroughness the earlier forms of the language and compared them with those of his own day, will have had his eyes opened to the great mutability of the language. He will therefore ever insist that what is 'right' in one century, is 'wrong' in the next, and that language develops by constantly breaking away from what was required previously. It is therefore not surprising that many linguistic historians have no interest in questions of 'correct speech,' and well nigh consider it beneath their dignity as men of science to concern themselves with them.

In taking this attitude, however, the linguistic historian may easily come to tip out the baby along with the bathwater. Even though the language changes century by century, and even though it is found that the new element which enters the language in the course of its changes often turns out to be of more value than the old, there is still no need to put aside the question of 'correct speech.' We ought to be able to see that it is still an important question for every generation whether it should say this or that, whether this form or that is correct, and so on, and that it would be regrettable if those who are most competent to decide such questions should leave the decision to the less competent.

—OTTO JESPERSEN

* * *

Good language alone will not save mankind. But seeing the things behind the names will help us to understand the structure of the world we live in. Good language will help us to communicate with one another about the realities of our environment, where now we speak darkly, in alien tongues.

—STUART CHASE

* * *

On Teaching a Language

THREE has been a widespread and dangerous illusion since the second World War that the army has a secret weapon for teaching languages. Rumor, like Vergil's Fama, has its head in the clouds, but it hardly has its feet on the ground. Discussion has stretched from the frivolous and inane, like suggestions of hypnopedia and drugs in army food, to the vague and unrealistic, like suggestions based on an assumption that mysterious language teachers with magical powers, having successfully concealed themselves all these years, appeared *ex machina* during the war, only to vanish again after V-J Day. There is a twofold danger in the inevitable sequential assumptions: that the army has a secret special ability to teach languages, and that our schools do not have it.

In these days, when the humanities are already fighting a losing battle in many sectors, when the study of the ancient languages has become rare, and the study of the modern languages is in a state of confusion, it is crucially important for every teacher of language, including teachers of English, to think as penetratingly as he can about the problems of language teaching and try to reach sane and useful conclusions. The practical will recognize that their jobs depend upon it; the idealists will see that an important element in our culture depends upon it.

Learning a language is viewed by many as almost a mysterious function, inscrutable to the uninitiated, and obscure even to language teachers. All the Berlitz books begin with the striking statement that only an idiot is unable to learn one language, whereas the ability to learn two languages is evidence of a high order of intelligence. Most people think of the mastery of languages as being dependent upon a special ability known as "a flair for languages." One has it, or one has not. The implication is that teaching has very little to do with learning in this field.

The essential point that has been missed by so many people is that there is no such thing

as "teaching" "a" "language." The word *teaching* has here, as nowhere else, innumerable meanings. So has each of the other two words. The tremendous variety of students in a country like the United States adds still another factor that requires calculus, not arithmetic, to assess it properly.

With respect to army language teaching, first of all, it is necessary to take into account the fact that the students here were a highly selected group, often with considerable language background, many of them natives of foreign countries. Some of them, though born in America, were the sons of foreigners, and spoke a foreign language—sometimes two foreign languages—at home. Furthermore, we are dealing here with mature young men, as contrasted with a random group of college students at least several years younger and much less experienced. And lastly, the military program was a concentrated one calling sometimes for fourteen hours a day of study in a given language. In other words, the equivalent of about five weeks of college instruction was given in a single day to very specially selected men capable of absorbing it at that pace.¹

The next logical point with which we must concern ourselves is the question of what exactly was taught to these soldiers, and what exactly we are trying to teach in our schools. For one thing, exclusive concentration on a language is not typical of our schools, where a student is expected to give a large amount of his time and energy to mathematics, history, and other fields, to say nothing of football and social life. It is hardly fair—or sensible, for that matter—to expect equal results from such unequal opportunities as the army teachers and the college teachers respectively have. Secondly, there is a vast difference in the environments of the two groups. Soldiers live in an

¹ There are some interesting comments on army language teaching by A. M. Withers, Concord College, in the *CEA Critic*, May, 1952, p. 1.

atmosphere of strict discipline. Their teachers literally have the power of life and death over them. The subtle psychological difference that this power makes is incomprehensible to a civilian who has never been in the armed forces. Under the silk glove of army "spit and polish," the outlines of the mailed fist are always visible. And there is much saber-rattling in the army by those who have the sabers, meaning, of course, the officers as distinguished from the enlisted men, and the teachers as distinguished from the students. The pressure to learn and the compulsion to learn, quite aside from the enormously greater control of army teachers over their students, are immeasurably greater than in the colleges. The threat of a lower grade in a college course is nowhere near so impressive as the threat, actual or implied, of transfer to the infantry, the fate that lurks constantly just around the corner for army students who do not maintain the necessary level of work.

A further aspect of "environment" may be studied in such a situation as prevailed at Camp Ritchie, Maryland, the school of the Military Intelligence Service during World War II. Here were collected in one small area large numbers of men specifically selected for their language backgrounds. Scarcely a word of English was heard all day. To most of the men in the camp, as a matter of fact, the English language was not native. In many cases, it was not even a second language. Such a situation can be only feebly imitated in college classes, even those that advertise "native teachers," as does the School of General Studies at Columbia University, to take an example at random. Far more thorough-going experiments have been attempted at Middlebury College and at McGill University in Montreal, Canada. Even such a project as McGill's, however, smacks of the distressingly artificial. During McGill's six-week summer school in French, students are forbidden to use English at all, and the project is administered under a set of rules stating that "any student who persists in breaking the no English rule will be brought before the dean of the faculty of arts and science, who may dismiss him from the school." The ban on English includes conversations between husbands and wives and extends to movies, newspapers, radio programs, and telephone calls. Students are not

permitted to entertain in the college residence halls friends who do not speak French.² Contrast all this fol-de-rol with the situation at Camp Ritchie, where in thousands of completely natural and spontaneous contacts with French people and French culture, an American may gain a "feel" for the structure, idiom, and "tone" of the language that results from the penetration of his inmost consciousness by natural, unexpected experiences, not artificial, "planted" ones.

We do not counsel despair. Rather America ought to be the world center for language training. What other country is so richly equipped for it? If the foregoing statements have meant anything, they have meant this: that America, so long famous as a "melting pot," is tremendously well endowed when it comes to linguistic "natural resources." Here as nowhere else in the world the crowds teem with natural, unofficial teachers of every European and Asiatic language and culture. If it is possible to realize a language teacher's dream at Camp Ritchie, then it is possible to realize it on our college campuses. There are innumerable ways to bring to our campuses people whose contact would immeasurably benefit our students. Not restricted to native resources, we have available the people who come here annually under the program of the Institute for International Education. These people have been viewed in a variety of strange ways by their hosts. Some of these Europeans and Asiatics, visiting the United States for a year of study and observation, have been isolated to an extent that made it impossible for them to study or observe anything—or, and this is more important from the narrower point of view under consideration here, to be studied and observed by our American students. Others have been unintentionally exploited by administrators who looked upon them as good entertainers for weekly convocations and what not, where they were placed before an audience as curiosities. Some have given numerous superficial political speeches in broken English at meetings of Rotary Clubs and other organizations. Almost nowhere have these foreign students been used with intelli-

² See an article in the *New York Times* of July 22, 1952, p. 3.

gence and imagination. At best, they have sometimes been enlisted by language teachers to read to the class the exercises in the book. This is an inoculation that never takes.

Let us face the happy fact that we are too generous. It is enough that we support these people for a year and pay their passage to and from their native countries. Our zealous insistence on teaching them English while they are here is superfluous. Rather we should insist on their teaching us their own languages. Foreign students should be brought to colleges in pairs by country, so that the two may form a nucleus for conversation—undirected, natural conversation—into which our American students may be drawn. They ought to speak their own languages at our convocations and sing native songs, even though many of the students will not understand a word. After all, these same students would not understand a word if they traveled—but they would certainly learn something on the trip. The emphasis on vicarious experience (sacred phrase!) in American schools is much too great in most cases. Here, at least, in giving students vicariously the benefits of travel, such experience ought to be emphasized more.

And lastly, it ought to be possible to remove the curse of artificiality from the classroom situation, especially where the American teacher has a good command of the foreign language. A circular arrangement of the students, with the teacher and the foreign student in the center—or better still, a semicircle, or some one's living room—ought to provide improved opportunities for natural conversation beginning with the two masters of the language and broadening out to the American students in the periphery. But one would suppose that these matters were too obvious to require detailed comment.

Since Hitler's rise to power and the consequent influx of Europeans into this country, there has been no shortage of people trained as teachers and having a native's knowledge of a European language. It should not be necessary to call attention to the fact that not everyone born in Germany is qualified to teach German, whether to German or American students. Regrettably, a number of well-intentioned but naive administrators in America have engaged

as "teachers" people who do not know what that word means. It is also necessary to understand that a knowledge of German instead of a knowledge of English is not the same thing as a knowledge of German in addition to a knowledge of English. And thirdly, being virtually illiterate in several languages is by no means preferable to being virtually illiterate in only one. It would be hard to convince some administrators, but actually there are numerous Americans who are better teachers of French and German than most Frenchmen and Germans are.

Linking the two groups of foreign students and imported professors are the "exchange teachers." To this group may be added the familiar "visiting professor." Professor Basil Willey of Cambridge University, for example, was a visiting professor when he gave a series of lectures in a beautiful English accent, vocabulary, and phraseology at Columbia University. Miss Margaret Sterry of Bishop Otter College, Chichester, Sussex, England, was an exchange teacher when she exchanged posts with Miss Lois Almon of Wisconsin State College, each woman teaching at the home college of the other the course which the other would normally have been giving there. Happy are the students who had the opportunity to hear these three brilliant teachers with their rich, peculiarly native personalities and their ability to establish rapport with a foreign audience. The implication is too obvious to state.

Finally, a method which has been incomprehensibly neglected is the "multiple teacher" approach. Here the class is taught by several teachers simultaneously. The teachers do not alternate; they work together. They may all be from the same department, or they may be from different departments, depending on the purpose of the course. Such a team, for example, is the one at Columbia made up of Professor Jacques Barzun of the History Department and Professor Lionel Trilling of the English department. An experimental team organized at Wisconsin State College included Dr. Kent Pillsbury of the Philosophy Department, his wife, Florence, a professional musician, Mr. Eldon McMullin of the French Department, who has a strong interest in the Fine Arts, and the writer, who was a member of the English De-

partment. The discussion, organized by Dr. Pillsbury, was started by him and then allowed to broaden out until the entire class was intimately engaged in it. The various faculty members, placed at random in the classroom, participated on an equal footing with the students. This method, which proved to be highly effective in a discussion of aesthetics, lends itself at least as well to the teaching of language. Although pure language, as distinguished from literature, is a relatively uncontroversial subject matter, the teaching of Italian provided meat for a very lively discussion one afternoon between Professor Starr and Professor Pellegrino at the University of Maine. The greatest value of the multiple teacher approach in language study, however, comes from the opportunity to keep a conversation going at a spirited pace—something that is impossible in a classroom where there is only one person present who can manage the language fluently.

With such rich resources for language study available to American colleges, there is no excuse for the present discouragement. Simultaneously with the growth of these resources has come a great increase in the need for linguistically trained Americans. Our language departments ought to be in a state of enthusiasm and hope. They ought to be flourishing in an unprecedented degree. If they are in a state of decline and despair instead, perhaps this state can be explained as a failure to comprehend fully the needs and opportunities created by the present world situation. And that brings us back to the original thesis of this essay: what exactly are we trying to teach in our language classes? What exactly are the needs of the people who decide to study a language, and to what extent do we attempt to correlate our courses to these needs? Just why is a comparison of college and army language teaching invalid? The key to all these questions lies in a fuller understanding of objectives. In our lively and commendable enjoyment of the route, we have forgotten our destination. No guide, however good his jokes are, can afford to do that.

First of all, we have never really made up our own minds what we mean by "English" or "French." A course in "English," for example, may turn out to be a course in writing, a course in spelling and grammar, a course in world

literature, a course in remedial reading, a course in which the influence of Greek and Latin words on the English vocabulary is studied, and a great many other things. Some departments emphasize the historical approach, others the critical. A student at, say, the University of Michigan is almost certain to be more aware of morphology and phonology than if he had studied at Wayne instead. Professor Marjorie Hope Nicolson of Columbia dramatically summarized at a meeting of the English Graduate Union several years ago the variety of directing viewpoints from which English had been taught at different times in our century. Evidently we are not quite sure what our subject matter is. Witness, too, the astonishing muddle in many English Departments just now, where "Freshman English" is being converted into "Communications."

The result of the obvious confusion among teachers is a still more obvious confusion among students. From the very beginning, the student is led astray. If he is good in spelling in elementary school, he is encouraged to think that he is good in English and that he ought to pursue that study. Now it ought to be perfectly obvious to anyone who has every given the matter the slightest serious thought that spelling has nothing to do with English. Spelling is not by the wildest flight of the imagination a literary study. It is a purely scientific one. The fact that letters are used in it should lead no one astray any more than the use of letters in the study of algebra. Spelling is a question of positional arrangement of symbols. It is close akin to positional notation in arithmetic, and its greatest resemblance is to certain operations in trigonometry. A mastery of spelling depends upon a high order of scientific intelligence and a retentive memory. To encourage a child with that type of mind to specialize in English is a serious disservice to him. The English class is probably the best place to teach spelling, but it ought to be made clear to students that the development of the English curriculum is like the development of the butterfly; there is only a very remote resemblance between what goes into and what comes out of the cocoon; and there is only a very remote resemblance between elementary and college English. The ability to spell and punctuate has nothing whatsoever to do with

the ability to appreciate the fulminations of Carlyle and the still sad music of Wordsworth.

Let us face then squarely the fact that "English" means many things to many people. So does "French" or "German." It is a basic mathematical principle that likes can be added, unlikes can not. Two apples plus three apples equals five apples; two apples plus three oranges equals—two apples plus three oranges. It is impossible, therefore, to make valid comparisons of college teaching and army or any other teaching without pairing the likes and separating out the unlikes. The invidious remark, so often heard in these last few years since World War II, that the army teaches languages much faster than the colleges do, is meaningless. We have already considered the differences between army students and college students and between teaching conditions in the army and in the college. But the most important point is the stupefyingly vast difference in objective. Nothing could be more liberal than the average college language course or less liberal than the average army language course. The college teaches literary language, the army military language. They are not the same language. The college student is being prepared to read Goethe and Voltaire. The army student is being prepared to translate road signs and military documents and to ferret out of reluctant prisoners information as to the exact composition and location of battalions and artillery installations. The college teacher is a man of broad literary culture. The army teacher may not have read a book for twenty years. The best teacher in the French Department at Camp Ritchie, for example, was in civilian life head waiter in a French restaurant.

It should be obvious enough that a student may study German for six or seven years in high school and college with an all-A record, and yet be utterly unable to cope with scientific German, if he has not included that special field in his studies. The same is true for commercial Spanish. The same is true for military French or military German or military Russian. The objective must always be kept in sight. The disappointment of a student who has majored in languages and then been unable to secure a position in any field other than teaching is inevitable. The remedy is a tremendously

greater correlation between courses and ultimate objectives. The burden is on both the teacher and the student. Lope de Vega did not use the same Spanish as a South American merchant of the twentieth century. A study of the Golden Age of Spanish literature does not prepare a student for a business career in Chile.

Perhaps the most crucial factor is, after all, the textbook. The author has intentionally postponed until the end a discussion of the textbook, for it is here that teacher and student meet. Written by the teacher, the book is read by the student. The connection seems obvious. Yet it is astonishing to discover how oblivious of their audience some textbook writers have been. Perhaps it may be as well to admit frankly at the outset that many books are written to impress a department chairman and other professional linguists. Simplicity may be the most impressive manner of all, but human nature hates to trust it.

To those who complain that they are unable to speak to the natives after taking several college courses in a language, it must be frankly admitted that the objective of the courses was not conversation with the natives; it was reading of the classics. Accordingly, the vocabulary was a literary one, the more so because it was compiled by a literary man. It is possible to study a great many textbooks, in school or by oneself, without learning the French equivalent of "kitchen sink." One does learn, however, through much repetition, numerous literary terms which would perplex and dazzle the natives.

In language study, as nowhere else, there is an almost unbelievable variety of tools and methods. A professor of Greek may use a book like Goodwin and Gulick's *Greek Grammar*, an oppressively learned abstract exposition of Homeric, Herodotic, Attic, Boeotian, and other versions of conjugational and declensional forms of Greeks words, complete—very complete—with exceptions. By the time he has reached the end of the book, the student has acquired an imposing patter of grammatical terms. He has not, however, acquired the ability to read the juvenilia of Pindar and Sappho, or even, for that matter, the kindergarten exercises of a retarded Greek child.

At the other end of the scale is the army

teacher who uses a Phrase Book issued (this is the technically correct verb) by the government. In this book, a student finds phonetic equivalents of foreign words, totally without explanation, and he memorizes them as nonsense syllables. The pronunciation equivalents are only approximate; thus, to take a reverse situation which will be more meaningful to an American reader, the pronunciation of the English phrase *with buttons* is indicated for French readers by the phonetic legend *ouize bâtonss*. This is hardly accurate.

Needless to say, both of these types of textbooks, though excellent when used for their original purpose, are ludicrous when used elsewhere. People wishing to acquire as rapidly as possible a conversational knowledge of a language should not use a book like Goodwin and Gulick's. Nor will study of an army Phrase Book enable a person to read *belles-lettres*. An obvious corollary is that it is absurd to compare two students, one of whom has studied in the army, the other in college. The apparent fluency of the army-trained man is illusory; he has a superficial knowledge of a small handful of key phrases. The college man's knowledge is more ponderous and slow, but it is thorough, accurate, and on a higher literary level. The two men have been trained for totally different purposes. Neither could do the work of the other. These facts remain true whether the two men are compared at the end of an equal number of hours of teaching or at the end of their respective courses—this latter concept is necessarily vague and almost meaningless; it must be re-emphasized that there can really be no valid comparison of people trained for totally different objectives.

An examination of the teaching of ancient Hebrew is illuminating. Here the traditional beginners' textbook provides no vocabulary lessons, glossary, or grammar. The student is taught to read Hebrew as nonsense syllables. This is true both of elementary courses in Christian theological seminaries and in Jewish private schools. Numerous Jews pray all day in the synagogue without understanding a single word that they are saying or hearing, just as numerous Catholics participate in Latin services without understanding Latin. Attempts at a more advanced approach to the

Hebrew language frequently result in such minute analysis as, to take for example the opening sentence of the Old Testament: *B'rashis* (adverbial locative, translated "In the beginning"; note the schwa, or schewa, as it is otherwise called, symbol. This sound, indicated by two vertical dots in Hebrew, is indicated in the I.P.A., the International Phonetic Alphabet, by this [walking to the blackboard] symbol); *boroh* (preterite, third person singular of the verb "to create"); *Elohim* (nominative plural translated "God" [and here the instructor with wild glee expatiates upon the evidence that the earliest Hebrews must have been polytheistic, not monotheistic; else why the plural form?]); *as* (untranslated particle, indicating that the word which will follow will be in the accusative, or objective, case); *hashomaim* (accusative plural, "the heavens," or "sky.") Note that the noun is *shomaim*, and that the definite article is attached to it in printing, as if it were all one word); *v'as* (here the letter *v* is attached directly to the next word, with a schwa under the *v*; it is translated "and." *As* is again the untranslated particle indicating that an accusative will follow); *hooretz* (accusative singular, "the earth.") Note that the noun for "earth" is *eretz*, but when the definite article is used with it, the article, here in its masculine form, is attached directly to the noun, and the initial *e* of *eretz* is changed to *o*, thus, *hooretz*).

More or less, that is the way that all languages are taught in colleges classes. Obviously, it is a very time-consuming way. A small child does not learn its native language that way. Almost any language can be taught directly, without the typical grammatical analysis that is illustrated in the above paragraph. If—or let us say *when*—it is our objective to give our students as rapidly as possible a working knowledge, whether written or spoken, of a particular language, we are most certainly able to do so. The army has no monopoly on the method. Let us think for a minute about driving an automobile. Almost anyone can be taught in a relatively short time to manipulate the steering wheel, gear shift, clutch, brake, and accelerator. But it takes a much longer time to teach a person how the automobile is electrically wired, how the cylinders, spark plugs, and everything else under the hood operate, how gasoline is

distilled from crude oil, and so on. It makes a vast difference whether our student intends to become a chauffeur or a garage mechanic or a chemical engineer. Likewise, in language teaching, it makes a vast difference what our objectives are. If our traditional courses and textbooks do not meet our present needs, then we must write new textbooks and mould new courses. Teachers and students must understand in advance whether the objective is to build an automobile or merely to drive one.

A splendid pioneer effort in modern language textbooks is the *Essentials of Russian* by Professor André von Gronicka of Columbia University. Through this book, Professor von Gronicka, with a minimum of fuss and phonology, teaches the delightfully surprised student not grammar but Russian. Realizing that he is breaking sacred precedents, Professor von Gronicka warns in his Preface that this book is no grammarian's grammar. And true to its implied promise, the book is addressed to the students, not to the author's colleagues. The essential grammar is there; the abstract, technical, terse, incomprehensible definitions that serve only to stultify the reader of the average language textbook are omitted. About page 20, the student

finds himself beginning to understand Russian; in most language textbooks, he would just be waking out of the Lethean stupor into which the Introductory Material would have lulled him.

A new era in language teaching has dawned upon us, and we must meet it. We cannot, to use Kingsley's phrase, stretch the old formula to fit the new fact. It would be cultural suicide to throw out our traditional textbooks and methods, but it would also be cultural suicide not to create new ones, not to grow with the times. For obvious reasons, we should continue to teach ancient Greek. But for equally obvious reasons, we should add modern Greek to our curriculums. There should be Italian courses for Dante students and Russian courses for readers of Pushkin. But there should also be courses for students who want to take Civil Service Examination No. 194 for Translators. Like a wise carpenter, we should realize that there are many tools in our kit, and that it is folly to use a jig-saw to cut down oak trees.

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Language is not a fixed and invariable set of sounds, but rather a stream which is modulated by geography, history, and personalities. Here, then, are the significant points about the nature of language as they relate to teaching: (1) language is made up of sounds; therefore teaching should be based primarily on sounds; (2) language is forever in process of development; therefore teaching should not be based on inflexible, arbitrary rules but on common usage; (3) language is the expression of ideas; therefore teaching should aim at self-expression rather than parrot-like reproduction.

—VINCENZO CIOFFARI

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English as a Foreign Language in Egypt

A 1954-55 Fulbright lectureship in Egypt provided an opportunity for a first-hand appraisal of the foreign language methods and procedures in the Egyptian government schools. The writer taught English at one of the men's teacher training colleges in Cairo that prepares primary and secondary school teachers; and as a member of a linguistic team, was a consultant to the English Section of the Ministry of Education, and lectured and visited in special training institutes in many parts of Egypt.

In order to understand the problems encountered in the framework of English as a foreign language in Egyptian schools, it is necessary to discuss briefly the teaching of Arabic. Classical Arabic is the acceptable standard language form for all Arabic speakers and it is derived from a poetic form of the language used by tribal poets of the seventh century. It is the language of the Qur'an and almost all Arabic literature. It is not, however, the standard spoken language; and only recently has it been somewhat replaced with a more colloquial written form. Little, if any, colloquial Arabic has ever been taught as a school subject in Egypt.

This background of Classical Arabic has strongly influenced the traditions of teaching English as a foreign language. It was quite natural for the first teachers of foreign languages in Egypt to select the "classical" or "literary" forms of the languages to be studied at the outset. Thus it became a tradition to study literary monuments such as *Beowulf*, Shakespeare, and Dickens at the beginning stages of the language learning. Students spent a great deal of time translating, reading, and writing essays; and too little time was devoted to conversational English. Curricula seldom included realia, newspapers, or native speaker appearances. Students completed their English studies unable to converse in English even though they may have studied English for over five years. At the present time, the research division of the English Section of the Ministry

of Education is preparing new learning materials which heavily emphasize understanding and speaking at the beginning stages.

In teaching Arabic speakers to speak English one must consider intonational patterns. The intonational patterns that Arabic speakers use in their own language are often carried over into English. These sometimes appear to indicate a feeling of disinterest in the conversation when such may not be the case at all. This is due to the fact that some important phonological aspects of the foreign language have not been presented to Arabic speakers. Spoken Arabic (even the Classical Arabic used for podium speech) has no gliding pitches except in the terminal syllable of an utterance. The continuum of pitch sequences in Arabic is not a smooth flow, one leading into the next, but each of them is joined with the next, producing a jump-like sequence. This Arabic phenomenon produces (when carried over) a choppy, sing-song English. With rare exception, such suprasegmental phonemes of English are not taught. Such corrective aids as standing on tiptoe, bending the knees, using a pencil baton, and swaying the body can be helpful as a kinesic aid to teaching the basic pitch changes in sentence intonation and in the complex vowel nuclei.

A major phonetic stumbling block in teaching English to Arabic speakers is the problem of avoiding non-permissible variations in vowel quality. In spoken Arabic the emphatic consonants (sometimes called velarized or retroflex consonants) have a strong influence upon preceding or following vowels. Arabic normally makes no minimal significance distinctions between those vowels influenced by an emphatic consonant and those that are not. (Normal Arabic minimal significance distinctions are such things as stress, vowel and/or consonant length, vowel phonemes, and for some consonant phonemes the use or non-use of emphatic consonants.) In attempts at oral imitation, the Arabic speaker tends to produce the vowel sound in "sear" when saying "sir." The cause

of this coloration (a phonemic distinction in English) is that the English word is heard to begin with what is recognized by the Arabic speaker as the non-emphatic spirant consonant. The following vowel in the same syllable is thus colored, emerging as an Arabic type of non-significantly changed vowel, as is the practice in normal Egyptian Arabic phonology. An emphatic spirant pronounced at the beginning of the word will help produce a more accurate English vowel quality. This emphatic spirant (in "sir") may not sound perfect, but the word would seldom be misconstrued. While we have no emphatic consonants (with significance) in English, knowing their phonetic properties in Arabic is an advantage for teachers in helping to correct vowel coloration.

In the teaching of phonetics to those students preparing to be teachers of English, the seriously defective West vowel system has been misrepresenting all of the standard variations of spoken English. The defectiveness is propagated in at least two ways: when the vowel in "keel" is represented as the lengthening (by a doubled numerical symbol, i.e. 11) of the same vowel as the one "kit"; and when students are urged to reply to the teacher giving numbers as substitutes for the actual vowel sound then under discussion. Currently accepted phonemic structure shows that the vowel of "keel" may have a non-lengthened form ("keep") that is not at all the same as the vowel in "kit." In contradiction to this, however, the West vowel

system has been representing the vowels of both "keel" and "keep" with the same numerical symbol: 11, and the vowels of both "kill" and "kit" with the numerical symbol: 1. This incorrectly assumes the vowels in the first pair to be 'long' and those in the second pair to be 'short.' This has greatly deterred the mastery of English vowels for Arabic speakers. A phonemic system, with its vowel and consonant allophonic breakdown, is the desideratum for a successful replacement for the defective obligatory phonetic structure in use at present.

Whenever the beginning classes in English have the goals of speaking and understanding preceding those of reading and writing, Egypt will have made its first step toward the "Bilingual Method" proposed by the Ministry of Education English Section. This "Bilingual Method" purports to incorporate the outstanding pedagogical features of imitative choral repetition and mimicry-memorization successfully used in most of the oral-aural foreign language classes. Egypt, in revamping the teaching of English, will be getting down to the basic problem of teaching foreign languages: How is the new language like ours? How is the new language different? How can these known similarities and differences help make the cross-over to the new language as advantageous as possible.

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It is interesting and instructive to follow various speculations as to the order in which the parts of speech evolved out of pregrammatical language. It should be understood, of course, that there is no language to-day, however seemingly primitive, that is without grammatical organization. Many grammars seem to us clumsy, illogical, even stupid; this is merely a less scientific way of saying that they resemble our own grammar too indefinitely.

—ISAAC GOLDBERG

* * *

And It's All in Hebrew

THE lecturer had just finished his talk before a group of business and professional men and women on the development of Israel, on the young Republic's achievements in the fields of agriculture, industry, science, education, literature, the Hebrew press—a bird's eye view of how the land of Promise had become a Land of Performance. It was now time for the discussion period. Questions about Israel's economic conditions, politics, immigration, the Arabs, recent events were all anticipated, but soon arose a different kind of question: "How, since everything is conducted in the Hebrew language, did they get the words for all the new things? What do they say for airplane, bomb, motor, thermometer, zipper, or passport? Where did the Hebrew of the Bible get words for a telegram, a movie, a railroad, or any of the other thousands of new objects and ideas needed for modern living?"

These questions are not new. Only two generations ago the very founder of political Zionism, in his book about a Jewish State, rejected the possibility of a practical revival of the Hebrew language in these words: "You would not know even how to buy a railway ticket speaking in the words of Moses and the prophets." What overwhelming surprise and astonishment Theodor Herzl would experience if he were now living in Israel. He would hear people negotiating in fluent Hebrew for such modern conveniences as railway or plane tickets, hotel accommodations and time schedules. He would hear how the youngsters on Herzl Street in Tel Aviv talk in Hebrew, and without the slightest difficulty or hesitation, about ice-cream, cookies, lollipops, bicycles, movies, and all sorts of modern goodies and playthings. He would hear the language of Moses in the home, the school, the street; the tongue of the prophets used by the donkey driver, the farmer, the policeman, the soldier, the doctor, the newsboy, the engineer, the chemist, the radio repairman and the telephone operator.

The Hebrew language did not cease develop-

ing and acquiring new words and new forms with the conclusion of the Biblical period of the second century B.C. The Bible contains elements borrowed from the Egyptian, the Assyrian, and other near-Eastern languages. In fact, the very names of the Jewish months, for example, were taken from the Assyrian. The traditional Jewish *ketubah* (marriage contract) and the *get* (letter of divorce) are written in Aramaic. The Haggadah and many selections from the prayer book were heavily freighted with loan words from the Aramaic, words which had through the influence of the Talmud become inextricably interwoven into the warp and woof of the language. Hebrew also absorbed words from the Persian and, to an even larger extent, from the Greek. Indeed, Greek words are quite common in ordinary Hebrew usage. Such words as *sandok* (godfather), *appikoros* (sceptic, atheist), *beemah* (stage), *afikomon* (desert), *kalpee* (ballot box), *afarsek* (peach), *signon* (literary style), *ambat* (a bathtub), *alachson** (diagonal), *margolet* (pearl, gem), *prozדור* (vestibule), *hedyot* (layman, ignorant person, which came down in English as "idiot") and scores of others have become regular members of the Hebrew vocabulary. Latin, too, has contributed a number of words in daily use such as, *meel* (mile), *mekulin* (meat-market), *sudar* (scarf), *simtah* (alley), and *sandler* (shoemaker).

But the Hebrew language did not rely solely on borrowings. It continued to grow from within as well. For some time, even after the completion of the Bible, Hebrew remained a living language, continuing to be written and spoken. In the great literary work known as the Mishnah, there are many modifications of Biblical Hebrew; the language has become more flexible, more prosaic, more precise, and a considerable number of useful and practical words not found in the Bible have been added to its vocabulary. To be sure, when, after the

* The "ch" and "kh" combination in the Hebrew words are pronounced approximately like the "ch" in the German name "Bach."

first centuries of the present era, Hebrew ceased to be the popular speech of the Jews, it also stopped its natural growth as a living language. However, it continued to exist and to develop as a literary medium throughout the scattered Jewish communities where the Bible and the Mishnaic literature were zealously studied. Throughout these succeeding centuries new Hebrew forms were evolved that were suited to express the different phases of life in Medieval times. From the adjective *adom* (red) they made the noun *admut* (redness); from the Aramaic *ara'y* (temporary) *ariyut* (transcience). Extending and building on older Hebrew terms they formed such words as, *hashba'ah* (adjuration), *hashgachah* (supervision; Providence), *hash'alah* (lending; metaphor), *hagdarah* (definition), *hitpatchut* (development), *hilahavut* (enthusiasm) and hundreds of other words and terms needed to express the ideas of the ever-widening intellectual horizons.

Because of the great influence of Arabic culture, many Hebrew poets and philosophers during this period wrote also in Arabic. But when their works were later translated into Hebrew for the benefit of the Jews living in non-Moslem lands, these translations further enriched the Hebrew language with new words and terms adapted to abstract thought and scientific expression. Thus for example, the Hebrew has taken from the Arabic the words for "pole, axis" (*kotev*), "horizon" (*ofek*), "date" (*ta'arich*), "to fondle" (*lattef*), "to concentrate" (*rakez*), *ta'arif* (tariff) and the military term *timron* (maneuver). More recently, the Israeli slang has included, among others, the Arabic words, *zift* (pitch), to express the idea of "no good," "rotten" and *tshizbat*, from the Arabic *tshizb* (a lie), used to characterize "a gross exaggeration," "a fanciful tale."

Throughout the centuries Hebrew continued to be used without difficulty as a literary medium for purposes of legal, philosophical, religious and social needs. It was only with the coming of the nineteenth century that the inadequacy of Hebrew to express all the new ideas of the complex needs of modern life began to be felt. This difficulty was overcome, at least in the realm of literature, by the great Hebrew writers and poets of the latter part of the 19th century. Thus, Mendele and Achad Ha'am and

Bialik used Biblical, Mishnaic, and Medieval Hebrew forms in such masterful combinations that they could express in plastic prose and powerful poetry the subtleties and nuances of modern life and contemporary thought. Hebrew expression was further enriched by translations from European literature by such great masters of Hebrew prose and poetry as Frischman and Tchernichowsky. The former made Ibsen, Nietzsche, Wilde, Tagore, and the latter, Homer, Sophocles, Shakespeare, Goethe and Longfellow into Hebrew classics of the twentieth century. But when Hebrew began to be used as a spoken language by the different Jewish groups who gathered to rebuild their ancient homeland, the need on the part of people in general—not litterateurs—for common, everyday words became very great.

It was largely through the herculean efforts of Eliezer Ben Yehuda that this pressing need was partly fulfilled. As a student in Paris, and realizing that only through the restoration of Hebrew as a spoken tongue would the Jewish people be revived in its homeland, he deliberately began to speak Hebrew and thereafter devoted himself with fanatical enthusiasm and single-mindedness to the collecting of words from all varieties of Hebrew writing in order to bridge the gap between the past and the present, and to form new words for the needs of modern times. He set himself the task of creating a Hebrew dictionary. Coining, reviving, and adapting hundreds of words he had to originate the very term for dictionary, *millon*, from the Hebrew *millah* (word). And when he died in 1922, six volumes of his great comprehensive dictionary, *Millon Halashon Ha-Ivrit-Thesaurus Totius Hebraitatis*, had been published. Since then eight more volumes have appeared, the last few by the famous philologist and Bible scholar, Naphtali Herz Tur-Sinai (Torczyner). If Herzl is responsible for the return of the Jews to the land of the prophets, Eliezer Ben Yehuda is responsible for the return to Israel of the language of the prophets.

In order to meet the more immediate needs of our fast and everchanging life and to provide the necessary words for the laboratory, the office, the workshop, the newspaper, there was established in the last decade of the past century the *Va'ad Hallashon Ha-Ivrit* (Hebrew

Language Committee) which has recently been transformed into the Knesset-authorized "Hebrew Language Academy." This group of Hebrew scholars, writers and philologists will continue, as it has done throughout the last sixty years, to conduct research into the development of the Hebrew language, establish rules for transliteration and correct pronunciation, publish terminologies, dictionaries, lexicons for use by chemists, farmers, physicians, craftsmen, mathematicians, merchants, the military and all kinds of other specialists. Its decisions in regard to grammar, spelling and technical terms will be the final authority for all government publications.

This committee, however, is not alone in the creation of new words and expressions. The novelist and the poet, the translator and the reporter, the statesman and the teacher each contributes to the building of the new Hebrew and to the creation of an instrument to fuse the multi-lingual community into a cultural unit.

Most new words are formed from old roots. Generally, the main meaning of the noun or verb is carried by the consonants, usually triliteral, while the vowels, plus certain prefixes and suffixes, denote the various grammatical changes. Thus from the root letters KTV meaning "to write" are formed various verbs, nouns and participles relating to writing: KaTaVti (I wrote), KoTuV (is written), KTIV (spelling), KTIVah (writing), KToVet (inscription; and its modern meaning, address), maKhTeVah (something on which you write; hence a desk), KaTaV (one who writes; thus a reporter) and KaTVanit (one who writes on a machine—a typist). The letters SPR mean "to narrate; to number; to cut" (an interesting commentary on the relationship between early methods of inscribing and cutting letters in stone). From this root are derived words like SiPaRta (you told), aSaPeR (I shall tell), SuPaR (was told), miSPaR (a number—compare the English "tale"), meSaPeR (one who narrates—a novelist), SePheR (whatever is written—a book), SaPhRon (a librarian), SiPhRiyah (a library); as well as SaPoR (one who cuts—a barber, maSPeRah (the place where the cutting is done—a barber shop), tiSPoRet (a haircut), and misSPaRayim (scissors).

From the two roots mentioned above with

their vowel changes, prefixes and suffixes and the various words derived from them, it can readily be seen how new words are constructed on the basis of old Hebrew roots. Thus from the root KLT (to absorb) we get the word taKLiT (something which absorbs sound—phonograph record) and maKLeT (that which absorbs—receiver, recorder); DLK (to burn) produced maDLeK (that which lights; hence cigarette lighter); GZR (to cut) gave the word maGZeRah (paper cutting machine); GDL (to grow, magnify)—the words maGDeLet (that which enlarges—microscope), GaDLon (one who makes himself great—snob). Other words that were created on the same linguistic pattern are *matzlema* (camera) from *tselem* (image); *mishkefet* (binocular) from *shakaf* (to look out); *tachteet* (subway) from *tachat* (under); *ma'aleet* (that which lifts—elevator); *rakevet* (train) from *rekhev* (chariot); *yetsu* (export) based on the root *yatsa* (to go out) and *yevoo* (import) from *bo* (to come in); *petzatzah* (a bomb) derived from *potzetz* (to shatter). From *aleph* (to be accustomed, to learn) you get *alphon* (a primer), from *et* (time)—*iton* (a newspaper), *itonai* (a newspaper man) and *itonut* (the press); *shovua* (week)—*shovuon* (a weekly), and from *safah* (lip) there is *sefaton* (lipstick). Thus even to the student of the Bible and the Talmud the basic meaning of the stem in most of the recently coined Hebrew terms is quite apparent.

Although new words are constantly being created for all the needs of our complex life, it takes time for them to become part of the daily vocabulary. From KRR (to cool) we have the new word *meKoReR* (that which makes cool—refrigerator), although one is more likely to hear an Israeli refer to this most desirable household article as his "frige." There are now good Hebrew words available for a "visa" (*ashrah*), from *asher* (to lead straight), a "passport" (*darkon*) from *derekh* (road, by way of), though the Israeli will also use the English words. The new term for a "bar" is *mimzagah* from *mezeg* (mixed wine) and for "television" *sikayon* from *sakhah* (to look at) but you drink at a "bar" in Tel-Aviv and you watch "televiziah" in New York, for it is still unavailable in Israel; and although the new Hebrew dictionary will list the word *monit* (a cab), from *manah* (to

number)—actually the cabs do not as yet have any meters—you will most generally hail a “taxi” in Jerusalem. When hungry, instead of asking the waiter for a *karich* (a sandwich), you are more certain to get one, and much faster, if you say “sendvich” and don’t forget the “v.” It takes time for the Hebrew word to sink in through all the strata of this melting pot and linguistic laboratory called Israel, where new words are created before your eyes and new terms are coined almost daily.

There are, however, many foreign words that have assumed daily currency in modern Hebrew. The words *ideah*, *telephon*, *rahdio*, *bank*, *coalitzyah*, *opera*, *minimum*, *maximum*, *universitah*, *professor*, *koors* (course of studies) *physikah*, *mathematikah*, are among hundreds of others which are used in every day writing and speech.

To help the immigrants from all countries acquire more quickly a reading and speaking knowledge of current Hebrew, there is a special vowelized daily newspaper, “Omer” (speech), which carries also translations of new and difficult words in Yiddish, Arabic, Bulgarian, French, Hungarian, and English. As soon as the immigrant is at home in the common, national Hebrew tongue, he discards his former native tongue and his present transition language and begins reading any of more than a dozen regular Hebrew dailies.

And so it might be possible to hear, for example, an American woman, who has lived in Israel but a short time and whose language is still in its transitional stage say: “Last night’s *neshev* (get-together) was *be’emet nora yofeh* (really awfully nice).” And her friend, also from the U.S.A., might respond: “It’s too bad my *ozaret* (a helper—hence maid) was off yesterday. I had to go the *makolet* (in the Bible, food stuff, now—grocery) and get some *meetz* (juice) for the *teenok* (baby)—from *yanok* (to suck), and I therefore couldn’t join you; *chaval* (too bad).”

Sometimes two or more ancient Hebrew words or roots are combined to form a new word with a distinctly modern flavor. Thus *kol* (sound) plus *noa* (to move) forms the new word *kolnoa* (sound pictures); *migdal* (tower) plus *or* (light) gives us *migdalar* (lighthouse), and similarly, *or* plus the root RMZ (to beckon) produced the term *RaMZor* (traffic light); *mod*

(measure) and *chom* (heat) results in *modchom* (thermometer). Using this same idea they have created many terms for different measuring instruments by adding the *mod* (measure) to certain words, so that *mod* plus *tayil* (wire) equals *modtayil* (wire gauge), *mod* plus *zavit* (corner, angle) equals *modzavit* (protractor), *mod* plus *ketzev* (rhythm) equals *modketzev* (metronome) and *mod* plus *mehirut* (speed) equals *modmehirut* (speedometer). From other combinations have been originated such terms as *adkonn* (book mark), from *ad* (until) plus *konn* (here), and *adkoni* (up-to-date); *kaduregel* (football), from *kadur* (ball) and *regel* (foot), and with the word, *sal* (basket)—*kadursal* (basketball); *ramkol* (loud-speaker), from *ram* (loud) and *kol* (voice, sound); from *sha’av* (to draw water, to attract) and *avak* (dust), the word *sha’avack* (vacuum cleaner) was made; and *kaneh* (reed, stalk) plus *shema* (hearing) form the word *kenehshema* (hearing stalk; i.e. stethoscope).

Numerous other terms have been added to the language by using ancient Hebrew words in a modern sense. Such Biblical words as *nassee* (a prince, a chief), has now assumed the meanings of “president,” *sar* (an officer), now means a “cabinet minister,” and *mokaish* (a snare, an obstacle) has now come to mean a “mine.” Under the influence of the German and British use of the word “sister” for “nurse,” the Hebrew is now using the word *achot* (sister) also to mean “nurse.” The Biblical *chashmal* (shining substance) now means “electricity,” and combined with the word *ketzer* (short) you get the term *ketzer-chashmali* (short circuit) or simply *ketzer*. Using the same root for “short” we have the word *katzranut* (shorthand) and *katzranit* (stenographer). Based also on roots found in the Bible are the modern terms *teka* (a plug), from *taka* (to stick into), *sheka* (an outlet) from *shaka* (to sink), from the Aramaic *nur* (fire) we have *nurah* (electric bulb) and from *hefsek* (interruption, stoppage)—*mafsek* (a switch). Similarly, the words *simlah* (dress) and *neshev* (evening) are found in the Bible, but now *neshev* means “evening entertainment,” “soirée” and *simlat-neshev* is an “evening-gown.” *Eit* (pen), plus *noveah* (flows) give you *eit-noveah* “a fountain-pen,” and *eit* combined with *kaduri* (like a ball) gives us the latest *eit-kaduri*

(ball-point pen). The Biblical meaning of *tashbetz* is "tessellated work," and now it also stands for "crossword puzzle." *Na'arah* (girl) is in the Bible and so is the word *shaar* (gate), but now when you look at an Israeli movie magazine you may see a beautiful *na'arat sha'ar* (cover-girl).

When words were needed for the modern psychological expressions they were also created upon existing basic Hebrew roots. Thus we have *yeda* (consciousness) and *tot-yeda* (sub-consciousness); from *tasbich* (complex), and *elyonut* (superiority), we get such combinations as *tasbich-elyonut* (superiority-complex) and combined with *nechitut* (inferiority)—*tasbich-nechitut* (inferiority-complex). From *manah* (share) and *miskal* (intelligence) you get *menot-miskal* (intelligence quotient, I.Q.) or its Hebrew abbreviation "*mem-mem*."

Opening his favorite Hebrew daily, the Israeli can find advertisements about which *deleck* (gasoline—from the root DLK "to burn") and which *matzel* (spark plug—from *hatzel* "to kindle") are best for the *monoa* (motor—from *noa* "to move") of his *mekhonit* (car—from *konen* "to set up, to direct") and which *tsmigim* (tires—from *tsemeg* "rubber") will give him the most service. He may also see ads about different types of *rokhus* (zipper—from *rokhos* "to bind, fasten"), *sigariyah* (cigarette), *me'avrer* (electric fan—from *avir* "air"), *ofnoa* (motor cycle—from *ofan* "wheel" plus *noa* "to move"), *chevrah le'bituach* (insurance company—from *chevrah* "society, company" and *bituach* "surety"), *mishchat shinayim* (tooth paste—from *mishchah* "ointment" and *shinayim* "teeth"), or *mekhonat-krisah* (washing machine—from *mekhonah* "machine" plus *kvisah* "washing"). Consulting the theatrical sections of his newspaper, the reader may find notices con-

cerning Tel-Aviv presentations of *Caesar* and *Cleopatra*, *Cry the Beloved Country*, *Othello*, *The Blue Bird*, *Death of a Salesman*, *Le Malade Imaginaire*, *My Sister Eileen*, *The Corn Is Green*, or the opera *Carmen*—all, of course, in Hebrew. He may also enjoy reading the Hebrew versions of *Leaves of Grass*, if he is literary minded, or *The Caine Mutiny*, *Sexual Behavior in the Human Female*, if he is concerned with current best-sellers, or even "Mickey Mouse" and "Donald Duck," if his tastes have been influenced by the American comics.

Strange twists are often given to English, Hebrew, or Yiddish words. Thus a hitchhiker is a *trempist*, from the English word "tramp" and with its Hebrew plural *trempistim*; *breksim*, what we call "brakes"—this is parallel to the occasional incorrect use in English of such double plurals as "cherubims"—*goalim* is what a team scores at a soccer game; a flat tire is a *puntcher* (puncture); a member of a collective is a *kibbutznik*, and a *phudnik* is a "nudnik" (a inescapable bore) with a Ph.D.

And so, expanding within and adding from without, borrowing, adapting and assimilating, there evolved a practical, dynamic and expressive modern Hebrew language in which one can write and talk about the laboratory and the barn, the airplane and the tank, military tactics and medical practice, earth science and psycho-analysis, the university and the kitchen, the factory and the beauty parlor. Were David or Isaiah to return to his native land, his own Hebrew would be easily understood, but he would unquestionably be amazed and intrigued by the lively, flexible, picturesque and expressive language of the modern Israeli.

MAX ZELDNER

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* * *

The immense value of becoming acquainted with a foreign language is that we are thereby led into a new world of tradition and thought and feeling.

—HAVELOCK ELLIS

* * *

Teaching College Grammar by Induction and Deduction

Ought the teacher of college grammar to use only the inductive or the deductive method of instructing his students or should he employ both methods? If he should sometimes utilize one and sometimes the other, how may he know which is the more effective for some particular aspect of grammar? These questions deserve study.

Whether grammar is of sufficient value to justify teaching the subject has sometimes been doubted. J. D. Clark tells of an experiment conducted by the North Carolina State College with two groups of Freshman English students and gives a conclusion: "Formalized teaching of grammar . . . is less effective in obtaining technical improvement in grammar among the mass of students than is the careful study of readings."¹ Harry N. Rivlin likewise questions the effectiveness of formal grammar thus: "Following the pioneer studies of T. H. Briggs, there were numerous investigations which demonstrated conclusively that many of the claims made for the teaching of grammar had little foundation in fact."² Much more testimony questioning the value of teaching formal grammar or even functional grammar, by the conventional predominantly deductive method, could be presented.

The conclusion does not necessarily follow, however, that all grammatical subject matter is worthless and that no effective methods of teaching grammar can be found. Wilson O. Clough³ quotes A. G. Kennedy as follows: "Our problem today is not how we can do away with grammar, but how we can organize compactly but definitely the body of facts necessary for any intelligent study of usage." And C. C. Fries devotes the final chapter of his grammar textbook to the kind of program that should be adopted for a functional teaching of English language in schools.⁴

After expressing the view that investigations have gone far toward discovering what gram-

matical content should be taught, Rivlin presents the following opinion: "The major unsolved problem in this field is that of determining how to teach functional grammar. . . ."⁵ Although he probably refers directly to the need for determining the method to use in teaching grammar in high schools, the idea that experiments thus far conducted in grammar-teaching have been inadequate to prove what are the most effective techniques seems sound as applied also to colleges.

Bacon in his *Novum Organum* made clear the nature of the scientific, that is the inductive, method; and that method has since grown into wide respect. Bacon claimed that the deductive method, which had dominated the world's thinking since Aristotle's day, had employed too much assumption, fantasy, contention, and verbalism. He recommended that nature be studied methodically, realistically, and experimentally. The inductive method has come to be widely regarded as the only dependable one for discovering new knowledge. To the view that the grammatical practices that need to be taught should be determined inductively, any person of scientific attitude could hardly demur. But he might contend that the question of what methods to use in teaching grammar should be answered experimentally. If induction should be employed in finding the grammatical content to teach, why not also in deciding whether to give grammatical instruction inductively or deductively or by both

¹ "A Four-Year Study of Freshman English," *English Journal* (Coll. Ed.), XXIV (May, 1935), p. 410.

² "The Present Status of Research in Functional Grammar," *English Journal* (High School Ed.), XXVII (September, 1938), p. 591.

³ *Grammar of English Communication*, J. B. Lippincott Company, Chicago, 1947, p. v.

⁴ *American English Grammar*, Appleton-Century-Crofts, Inc., New York, 1940, pp. 283-292.

⁵ *Op. cit.*, p. 594.

methods and for learning what parts of grammar should be presented by each method?

Fries has accomplished much of the task of determining what is the present English usage, making an extensive record of constructions found in the writings of various social groups. He has also suggested that a need exists for further study of the language, for examining fields that were not covered in the letters he analyzed. He infers that the teacher of grammar should help the student learn to observe language and learn to make intelligent decisions concerning usage. According to Fries, both the person who is trying to discover what language materials to teach and the student who wishes to know what practices to employ in his own speech and writing should apply the inductive process. This position is clearly sound. But the teacher of grammar still might like to know to what extent and on what materials he could effectively use the deductive method.

Clough states that to teach grammar by the inductive method alone would be difficult and that no grammar teacher follows that method exclusively but that all instructors in the subject employ some measure of deduction. He implies that some grammatical materials are so familiar that they need not be subjected to the inductive process but can be handled more quickly and perhaps as effectively by the deductive approach.⁶

Inasmuch as reflective thinking does often utilize two complementary processes, induction and deduction, the learner of grammar should sometimes think inductively and sometimes deductively. The theory that either of these logical methods should never be used in learning or teaching grammar would be untenable. As has sometimes been charged, deduction may have been employed too extensively in the teaching of grammar. Probably the deductive method should be reduced and the inductive method increased wherever grammar is taught.

It may be that some aspects of grammar can be taught more effectively by one method than by the opposite and that some other phases can be inculcated more quickly and more permanently by the second method. The present lack of knowledge as to which inflections and syntactical principles should be presented by one method and which by the other is regrettable.

TABLE I. GRAMMATICAL TOPICS THAT HAVE BEEN
RECOMMENDED FOR TEACHING BY
THE INDUCTIVE METHOD

1. The usual device for forming the plural of nouns (Jespersen, "The Teaching of Grammar," *English Journal*, XIII (March, 1924, pp. 173-174.)
2. The endings of nouns in the genitive case (Jespersen, pp. 174-175)
3. The relative frequency of attributive and appositive adjectives and the conditions under which each of these types appears (Clough, *Grammar of English Communication*, p. 25)
4. The distinction between normal and inverted order (Clough, pp. 36-37)
5. The effect that beginning a sentence with an adverb may have upon the order of the subject and the predicate (Clough, p. 37)
6. The order of the subject and the predicate in interrogative sentences (Clough, p. 37)
7. The greater likelihood that some conjunctions will be followed by inverted order than that others will be (Clough, p. 38)
8. The case and number and person forms for pronouns (Clough, pp. 155-156)

Some grammarians have cited the inductive method as suitable for giving instruction concerning certain designated materials. For instance, Otto Jespersen has suggested that induction be used for teaching the distinction between singular and plural number, the devices utilized in forming the plural, and the distinction between regular and irregular plurals. He has also mentioned the inductive technique as well adapted to teaching the endings that appear in the genitive case of nouns. Clough has mentioned the need for inductive study of word order in English sentences. Table I lists some phases of grammar that have sometimes been designated as needing to be taught preferably by the inductive approach.

Although one might have difficulty in finding, in recently published grammar books, recommendations of types of material to teach by the deductive method, an extensive list of topics discussed deductively within some of those books could be readily compiled. Table II enumerates some phases of grammar that have been treated deductively in some of the textbooks. Some grammarians, perhaps all, regard deduction as deserving a place in the teaching

⁶ *Op. cit.*, pp. ix-x.

TABLE II. GRAMMATICAL TOPICS THAT SOME GRAMMARIANS HAVE TREATED DEDUCTIVELY

1. The inflection of adjectives and adverbs (Clough, pp. 24-26; Curme, pp. 183-193 and 341-344*)
2. The distinctions among parts of speech (Clough, pp. 26-40; Curme, pp. 1-105*)
3. The forms for tense, mood, person, number, and voice of verbs (Clough, pp. 74-92; Curme, pp. 241-333*)
4. The number of principal parts of verbs (Clough, p. 74; Curme, pp. 272-296 and 304-319*)
5. The distinction between regular and irregular verbs (Clough, p. 75)
6. The uses of the subjunctive mood (Clough, pp. 84-85; Curme, pp. 390-430 and 432-433†)
7. The use and meaning of the modal auxiliaries (Clough, pp. 86-88; Curme, pp. 409-414†)
8. The distinction between phrases and clauses (Clough, pp. 98-101; Curme, pp. 87-91 and 97-104*)
9. The functions of phrases (Clough, pp. 103-105; Curme, pp. 87-91*)
10. The functions of dependent clauses (Clough, pp. 117-134; Curme, pp. 174-185†)
11. The relative frequencies of the three types of dependent clause (Clough, p. 137)
12. The relation of sentence patterns to student maturity or ability (Clough, pp. 148-149)
13. The uses of the nominative and objective case forms of pronouns (Clough, pp. 159-160; Curme, pp. 128-131*)
14. The functions of *who* and *whom* as relative and interrogative pronouns—the question of which form to use (Clough, pp. 163-165; Curme, pp. 21-22 and 162-163*)
15. The functions of the demonstrative, reflexive, and indefinite pronouns (Clough, pp. 167-169; Curme, pp. 15-23 and 157-158*)
16. The function of gerunds and infinitives as verbs and nouns (Clough, pp. 196-199; Curme, p. 483†)
17. The occasional need to give a modifier of a gerund the genitive case (Clough, p. 205; Curme, pp. 485-491†)
18. The function of participles as verbs and adjectives (Clough, pp. 215-216; Curme, 448-450†)
19. The remedies for the dangling participle and for the dangling infinitive (Clough, pp. 224 and 230)
20. The uses of the infinitive as adjective and adverb (Clough, pp. 227-230; Curme, pp. 478-481†)

* George Oliver Curme, *Parts of Speech and Accidence*, D. C. Heath and Company, Boston, 1935.

† Curme, *Syntax*, D. C. Heath and Company, Boston, 1931.

of grammar. Clough has specifically stated that both the inductive and deductive methods should be used.

Not only does Clough recommend that certain grammatical materials be taught by induction and not only does he explain others chiefly

by deduction but he also applies to his discussions of a third group of topics a method that could be named *deductive-inductive-deductive*. In his explanations of subjects in this last group he combines induction and deduction. In discussing each of these topics he states a generalization, then lists examples to which the deduction applies, and finally generalizes further. Clough employs this combination method, for instance, in informing the reader that four types of sentences appear in the English language. First, Clough states that four types exist. Next, he presents a paragraph of simple sentences, another of compound sentences, a third of complex sentences, and a fourth of compound-complex sentences. The mere listing of examples, leaving the types of sentence unnamed, would not give the student a knowledge of the names. Clough, therefore, states the names and offers generalizations concerning the characteristics of the respective types. Table III lists some phases of grammar that Clough treats by the combination method.

Whether the items of Table I can most quickly and permanently be taught by induction, those of Table II by deduction, and those of Table III by induction and deduction, perhaps no man knows. If teachers of grammar are ever to have well-grounded confidence that the methods they use are the most effective ones that could be employed, apparently some experimentation must be conducted to determine what device to apply to the explaining of what substance. Perhaps graduate students or other professional researchers will hear the call and help perform the needed experiments. Probably all the topics (those concerning inflection, function words, and word order) reported on by Fries (in his *American English Grammar*) should be examined experimentally to learn by

TABLE III. GRAMMATICAL TOPICS THAT CLOUGH DISCUSSES BY THE DEDUCTIVE-INDUCTIVE-DEDUCTIVE METHOD

1. The four basic types of verb (Clough, pp. 45-46)
2. The four types of sentence (pp. 143-146)
3. The relation of punctuation to the sentence types (pp. 146-148)
4. The functions of nouns (pp. 176-178)
5. The noun uses of gerunds (pp. 200-205)
6. The noun uses of infinitives (pp. 200 and 206)

what methods to teach the usages that he has inductively found to exist. As many studies as are necessary to solve the problem should be made. One investigation might deal with methods of teaching inflection, a second with teaching the use of function words, and a third with instructing students in the word-order patterns of Modern English. A sufficient number of experiments carefully planned and

administered should yield reliable answers to the question whether to teach grammar (or what grammar to teach) by induction and deduction, separately or in combination. Many English-language instructors as well as teachers of other modern languages will surely welcome the day when these answers are obtained.

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* * *

The study of language as a mental discipline is, perhaps, of greater influence than any other study: not generally so considered, only perhaps, because like everything common, its true position and true influence are lost in the subtle involution of its power with any study that is new, startling, or difficult. We must analyze the mind's operations in the solutions of problems in science, or labored results in philosophy, before we can detect the nice distinctions required, and sought out, and discovered in the words and forms of speech which we use to define our propositions and elucidate our arguments. Here is a field for philosophy, for logic, for mental enterprise, for keen analysis, and nice discrimination. Here, in the clear exhibition of results to others—requiring the logic, the philosophy, the illumination of language—a mental activity is exercised more important to a healthful discipline than in most, perhaps than in any other profound investigations prosecuted in thought.

The study of words is the study of philosophy, of history, of morals. We may read a nation's history in a nation's words. Mind is there stereotyped in form and feature like the reality of life. There is often more of true history to be learned in a Dictionary, which cannot lie, than in written annals, which may be framed by prejudice, pride, affectation, misconception, or intended falsehood. Tradition is shadowy; memories may be partial; history, even, is often poetic, mixed with fiction. But a nation's language is itself, the record of the day and the hour, and the honest reality of its acting, thinking, speaking. Words are things. In everything, therefore, which they fairly indicate, they are reliable.

The study of words, then, becomes something more than a detail of vocables, a tissue of sounds: " 'Tis food, 'tis strength, 'tis life."

—RUFUS W. BAILEY

* * *

The Binary System and the Agreement of the Past Participle in Reflexive Verbs

GRADUATE assistants in the Department of Romance Languages at Penn State are required to take a course in language teaching methodology which trains them in the application of aural-oral techniques to the Résumé Method.¹ In the actual classroom situation, they find that the method allows very little time for the teaching of formal grammar. Except for periodic reviews, a maximum of ten minutes is allotted at the close of each lesson for questions on grammatical principles. Consequently, the instructor must anticipate certain basic questions on grammar and be prepared to give answers which are at the same time brief and complete. To meet this need, the teaching of a number of fundamental grammatical principles has been formulated on the bipartite or "binary system."²

Briefly, this system may be defined as a process of selection which progressively involves one of two alternatives so that every utterance of a given underlying grammatical principle is placed in "only one" of a series of mutually exclusive categories. For purposes of illustration, let us take the agreement of the past participle in reflexive verbs and show how it may be taught according to the binary system.³

The rule for French states that the past participle of a reflexive verb agrees in gender and number with the preceding direct object. When confronted by certain reflexive verbs, a French person—let alone an advanced student of French—often finds it difficult to determine whether the reflexive pronoun is the direct or indirect object. For instance, one must write: *Elles se sont tuées.* They kept quiet. *Elles se sont servies de ces livres.* They used these books. But: *Elles se sont plu.* They pleased each other. *Elles se sont offert des livres.* They offered books to each other.

To minimize possible errors in judgment, we

shall first group all reflexive verbs in one of two categories: (A) those verbs which are essentially (i.e., always) intransitive and (B) those which are not essentially intransitive. The essentially intransitive verbs (category A) can never take a direct object. Therefore, their past participle always remains invariable. Below is a practically complete list of such verbs:

se complaire à	to take pleasure in
se convenir	to be suitable to one another
se déplaire	to be displeasing to one another
s'entre-nuire	to be harmful to one another
se mentir	to lie to one another
se nuire	to injure one another
se plaire	to be pleasing to one another
se ressembler	to resemble one another
se rire de	to laugh at
se sourire	to smile at one another
se succéder	to succeed one another
se suffire	to be sufficient to one another
se parler	to speak to one another ⁴

¹ For a description of the Résumé Method, see the following references: W. S. Hendrix and W. Meiden, *Beginning French: A Cultural Approach* (New York, 1948), pp. xv–xxiv. W. Meiden, "The Résumé Composition," *MLJ*, XXV (1951), 104–112. R. Armitage and W. Meiden, *Beginning Spanish: A Cultural Approach* (New York, 1953), pp. ix–xviii.

² The term has been borrowed from communication theory. For applications of the binary system to problems in linguistics, see the comprehensive review by C. F. Hockett of C. L. Shannon and W. Weaver, *The Mathematical Theory of Communication in Language*, XXIX (1953), 69–93.

³ The question as to "when" the student should be introduced to an advanced principle such as this need not concern us here. Suffice it to say that the instructor must be ready to handle the material when the need arises.

⁴ *Parler* is used here reflexively in the normal intransitive sense: *Elles se sont parlé*, not in the exceptional sense when it takes the name of a language as a direct object: *Elles se sont parlé une langue étrangère* (*espagnol, allemand, grec, etc.*).

Category A Examples. Past Participle Remains Invariable.

1. *Elles se sont ressemblé.* They resembled each other.
2. *Elles se sont menti.* They lied to each other.
3. *Elles se sont souri.* They smiled to each other.
4. *Elles se sont plu.* They pleased each other.

The verbs which are not essentially intransitive (category B) may, in turn, be divided into two groups: (B1) those reflexive verbs which "are not followed" by a noun object and (B2) those which "are followed" by a noun object. The past participle of reflexive verbs which are not followed by a noun object (category B1) always agrees with the reflexive pronoun, which is the preceding direct object. It makes no difference whether these verbs are essentially or accidentally pronominal.⁵

Essentially Pronominal Verbs

s'écrier	to exclaim
s'enfuir	to flee
s'évanouir	to faint
s'écrouler	to crumble
etc.	

Accidentally Pronominal Verbs

s'échapper	to escape
se disputer	to quarrel
se laver	to wash oneself
se taire	to keep silent
etc.	

Category B1 Examples. Past Participle Agrees With Reflexive Pronoun

1. *Elles se sont écriées.* They cried out.
2. *Elles se sont évanouies.* They fainted.
3. *Elles se sont enfuies.* They fled.
4. *Elles se sont parjurées.* They perjured themselves.
1. *Elles se sont disputées.* They quarreled with one another.
2. *Elles se sont tuées.* They kept quiet.
3. *Elles se sont lavées.* They washed themselves.
4. *Elles se sont regardées.* They looked at each other.

Reflexive verbs which are followed by a noun object (category B2) are also subdivided into two types: (B2a) those verbs which "are not separated" from the noun object by a prep-

osition and (B2b) those which "are separated" from the noun object by a preposition. The past participle of verbs not separated from the following noun by a preposition (category B2a) remains invariable since the noun—although it is a direct object—does not precede.

1. *Elles se sont assuré la fortune.* They assured the fortune to themselves.

The past participle of verbs separated from the following noun by a preposition (category B2b) agrees with the reflexive pronoun because the pronoun is the preceding direct object.

2. *Elles se sont assurées de la fortune.* They made sure of the fortune.

The difference between sentences 1 and 2 lies in the presence of the preposition *de*. Logically, we say *la fortune* in sentence 1 is the (following) direct object. Therefore, the reflexive pronoun *se* cannot be the direct object and there is no agreement. In sentence 2, however, *la fortune* is preceded by a preposition (*de*, in this case) and cannot therefore be the direct object. This means—by process of elimination—that the reflexive pronoun is really the direct object. And since it precedes, there is agreement.

⁵ An essentially pronominal verb is "always" reflexive—but not so an accidentally pronominal verb. Cf. M. Grévisse, *Le bon usage* (Gembloux, 1949), p. 457: "Un bon nombre de verbes se rencontrent exclusivement sous la forme pronomiale: on les appelle essentiellement pronominaux: *s'abstenir, s'arroger, se désister, se repentir*, etc. Ils s'opposent aux verbes accidentellement pronominaux, dans lesquels un pronom de sens réfléchi s'adjoint à des verbes qui peuvent, dans un autre emploi, se passer de ce pronom: *se blesser, se nuire* (*blesser, nuire*, existent aussi)." When this distinction is made between reflexive verbs, the agreement rule is sometimes changed to read: the past participle of essentially pronominal verbs agrees with the subject. Cf. L. J. A. Mercier, *College French* (New York, 1935), p. 497. But this modified rule does not hold true for the essentially pronominal verb *s'arroger*. One writes: *Les pouvoirs excessifs qu'elles se sont arrogés*. Moreover, for accidentally pronominal verbs, the past participle is said to (1) remain invariable, (2) agree with the subject or (3) with the preceding direct object—depending on whether a transitive or intransitive verb on becoming reflexive "changes its meaning or not." *Ibid.*, pp. 498–502. For the average student, it is almost impossible "to sense" whether such verbs as *disputer* to dispute, *taire* to hush, *échapper* to escape, etc. on becoming reflexive undergo a change in meaning: *se disputer* to quarrel, *se taire* to keep silent, *s'échapper* to run away, etc.

A few more examples may help to make clear the distinction between categories B2a and B2b. It does not matter here either that the verbs are accidentally or essentially pronominal.

Category B2a Examples. Past Participle Does Not Agree With Reflexive Pronoun—But Does Agree With Preceding Direct Object

1. *Elles se sont arraché les cheveux.*⁶ They tore out their hair.
2. *Elles se sont lavé les pieds.* They washed their feet.
3. *Elles se sont arrogé ces privilèges.* They arrogated these privileges to themselves.
4. *Elles se sont rappelé la lettre.* They recalled the letter.

But!

La lettre qu'elles se sont rappelée. The letter that they recalled.

Elles se la sont rappelée. They recalled it.

Category B2b Examples. Past Participle Agrees With Reflexive Pronoun

1. *Elles se sont arrachées à la mort.* They rescued themselves from the jaws of death.
2. *Elles se sont lavées de l'imputation.* They cleared themselves of the charge.
3. *Elles se sont approchées de la table.* They approached the table.
4. *Elles se sont souvenues de la lettre.* They remembered the letter.

Substituting a pronoun for the noun object does not affect the agreement.

Elles s'en sont approchées. They approached it.

Elles s'en sont souvenues. They remembered it.

Some reflexive verbs always contain the pronoun.

Elles s'en sont allées. They went away.

Caution must be exercised not to confuse the partitive *de* with the preposition *de*.

1. *Elles se sont servies de la couverture.* They used the blanket.
2. *Elles se sont servi de la soupe.* They served some soup to themselves.

In sentence 1, *de* is truly prepositional, and the verb belongs in category B2b. In sentence 2 the whole expression *de la soupe* is the direct object of the verb *servir* (to serve), *de* being partitive, and the verb belongs in category B2a.⁷

SUMMARY

All reflexive verbs may be grouped in one of four categories: category A, essentially intransitive verbs; category B1, verbs not followed by a noun object; category B2, verbs followed by a noun object (a) without or (b) with a preceding preposition.

The past participle of category A verbs remains invariable. The past participle of category B1 and category B2b verbs agrees with the reflexive pronoun. The past participle of category B2a verbs cannot agree with the reflexive pronoun—but agrees with a direct object if it precedes. The rules equally apply where a pronoun object is substituted for a noun object.

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⁶ With copulative verbs used reflexively (*nommer, déclarer*, etc.) as in the sentence *Elles se sont nommées chefs*, it goes without saying that the noun (*chefs*) following the verb is not a noun object but a complement.

⁷ A few category B2a verbs of communication and transfer such as *écrire, lire, demander, servir*, etc. may be used reflexively without a noun object. But some substantive even if not expressed is definitely understood. *Elle s'est servi (de la viande).* She served herself (some meat). *Elle s'est demandé (si elle réussirait).* She wondered (whether she would succeed). *Elles se sont écrit (des lettres) au sujet de cette facture.* They wrote (letters) to each other about that bill.

Speech is civilization itself. The word, even the most contradictory word, preserves contact—it is silence which isolates.

—THOMAS MANN

* * *

Annotated Bibliography of Modern Language Methodology for 1954

Compiled by EVELYN VAN EENENAAM, Eastern High School, Detroit, Michigan

"That the Americans, taken as a nation, are less competent in, and less concerned about, foreign languages is axiomatic. Likewise admissible is the fact that American educators are less enthusiastic about the teaching of foreign languages on the various scholastic levels than are their colleagues in other countries. . . . Foreign-language learning is vital for all academic areas, but perhaps more so in teacher education. . . . Educational statesmen in positions of influence owe it to their profession to consider the vital importance of linguistic ability and flexibility on the part of the future teacher as a firm factor in the full intellectual, spiritual, and social growth of the child. Foreign languages will enable the values achieved on the local and national levels to be magnified to proportions suitable for living in an interrelated world."

WILLIAM W. BRICKMAN, *Editor*
School and Society

I WISH to express my appreciation to Professor Julio del Toro who in spite of his many duties was ever willing to assist me and to encourage me in my work; to my brother Bill for generously assuming the responsibility of the typing. Thanks are also due to the libraries of the University of Michigan, Wayne University, and the Detroit Public Library.

In a bibliography of this type, it is inevitable that an article here and there may have escaped my attention. I apologize for any omitted author.

Occasionally I have included journals which had some pertinent articles that were hard to classify. I linked them with the problems of the teaching profession. I naturally included other bibliographies because of my faith in their usefulness as working tools for teachers.

The magazine *Américas*, published by the Pan American Union, *Books Abroad, Radio and Television*, the many *Newspapers*, prepared by Dr. Kenneth Mildenberger, and the section "For Members Only," prepared by Dr. William R. Parker for the PMLA, contain cultural, bibliographical, and informative material that will enrich any course.

A: *Américas* (1)
AACB: Association of American Colleges Bulletin (2)
AATSEELJ: American Association of Teachers of Slavic and East European Languages Journal (5)
ACLSN: American Council of Learned Societies Newsletter (3)
AGR: American German Review (3)
ASBJ: American School Board Journal (2)
BBS: Bulletin of Bureau of School Service (University of Kentucky) (4)
C: Casdaids (6)
CH: Clearing House (2)
CJ: Classical Journal (1)
CJEE: California Journal of Elementary Education (1)
CJSE: California Journal of Secondary Education (2)
CMLR: Canadian Modern Language Review (15)
CSJ: Catholic School Journal (4)
CTAJ: California Teachers' Association Journal (2)
E: Education (1)
EF: Educational Forum (3)
EL: Educational Leadership (1)
EO: Educational Outlook (2)
ER: Educational Record (1)

ERB: Educational Research Bulletin (1)
ES: Educational Screen (2)
ESJ: Elementary School Journal (2)
FED: Foreign Education Digest (1)
FR: French Review (24)
GQ: German Quarterly (14)
GR: Germanic Review (1)
H: Hispania (55)
HE: Higher Education (1)
HP: High Points (10)
HR: Hispanic Review (1)
HSJ: High School Journal (1)
I: Italica (8)
IJAL: International Journal of American Linguistics (3)
JCJ: Junior College Journal (1)
JE: Jewish Education (8)
JHE: Journal of Higher Education (5)
JNE: Journal of Negro Education (1)
JTE: Journal of Teacher Education (2)
KFLQ: Kentucky Foreign Language Quarterly (11)
LN: Lingua (Netherlands) (1)
MDU: Monatshefte für Deutschen Unterricht (3)
MEA: Mississippi Educational Advance (1)
MEJ: Michigan Education Journal (2)
MLF: Modern Language Forum (7)
MLJ: Modern Language Journal (64)
MLL: Modern Languages (London) (7)
MLR: Modern Language Review (3)
NASSPB: National Association of Secondary School Principals Bulletin (2)
NEAJ: National Education Association Journal (3)
NS: Nation's Schools (4)
OS: Ohio Schools (1)
PDK: Phi Delta Kappan (4)
PE: Progressive Education (1)
PFPNCFLT: Proceedings of the Fifth Pacific Conference of Foreign Language Teachers (1)
PJE: Peabody Journal of Education (2)
PMLA: Publications of the Modern Language Association of America (7)
PS: Pittsburgh Schools (1)
PSJ: Pennsylvania School Journal (1)
RAM: Revista de la Asociación de Maestros (2)
SE: School Executive (2)
SL: School Life (2)
SNL: Science News Letter (1)
SR: School Review (3)
SS: School and Society (5)
TO: Texas Outlook (5)
WJE: Wisconsin Journal of Education (2)

I. AIMS AND OBJECTIVES (10). See also: 11-13, 14-36, 37-76, 109-155, 241-277.

1. Bergethon, K. Roald: "On Teaching College German," *GQ*, XXVIII Bergethon (Nov. '54), 227-238. The chief objective should be reading, says the writer, for the reading skill is the easiest to develop. The students later on should be given work to develop their ability to speak and to understand. The first year should use the so-called mim-mem method or the aural-oral approach. In the literature courses the students must be exposed to more literature and interpretative analysis.
2. Bridger, David: "Objectives and Standards of Achievement of Hebrew Language Instruction on the Primary Level," *JE*, 25 (Fall '45), 37-45, et seq. This article is one part of an investigation to determine the extent to which the Hebrew textbooks on the primary level are consistent with the objectives of Hebrew instruction as stated in the curricula currently used in the elementary Hebrew schools in the United States.
3. Coates, Mary W.: "The Language Challenge," *MLJ*, XXXVIII (May '54), 236-240. Our writer traces the history of foreign language teaching in the last three decades, including a discussion of textbooks, methods, aims and objectives, and audio-visual aids. Several recommendations are given in conclusion, and a plea is made that we take stock of ourselves.
4. Goelman, Elazar: "Toward the Improvement of Teaching Hebrew," *JE*, 25 (Fall '54), 32-36, et seq. The dual purpose of this paper is to explore recent developments in the general field of education and their possible application to the teaching of Hebrew; and to record recent efforts in Hebrew education and their probable effect. Various objectives for the teaching of Hebrew are clearly stated.
5. Hammond, Robert M.: "A Campaign for the Rehabilitation of Grammar," *MLJ*, XXXVIII (Dec. '54), 420-421. This article is not directed toward those who consider that the intensive oral method is the means and the end of language study in high school and college, but toward that group of teachers convinced that the aim of language study is broader.
6. Munro, Edwin C.: "Teaching a Foreign Culture," *C*, V (Winter '53-'54), 19-24. A much-talked of aim in the study of foreign languages is the cultural objective which language teachers admit is usually attained by those who go into advanced study of the language. The Modern Language Association issued a recent report on this very question. It was the report of a Seminar held in the summer of 1953 at the University of Michigan, and the members of this Seminar have given some questions for thought and discussion which are explained in this paper.
7. Parker, Wm. R.: "The Language Curtain," *MLJ*, XXXVIII (Jan. '54), 3-6. Modern foreign language teachers cannot alone lift America's Language Curtain. They will hasten the lifting by bringing up to date their methods and objectives. The seven-point program outlined here by Dr. Parker is emphatically needed in our country instead of the Language Curtain of our isolationist past.
8. Parker, Wm. R.: "The Language Curtain," *CMLR*, X (Spring '54), 7-11.
9. Tharp, James B.: "Objectives and Administration of Foreign-Language Teaching in the Elementary School," *BBSS*, XXVI (Mar. '54), 63-66. In regard to the objectives and administrative problems of foreign language study in the elementary school, the basic frame of reference must be the over-all objectives and administrative set-up of the school itself. Some criteria are set up by which we may judge whether or not our objectives for foreign language study are in harmony with the larger objectives of elementary education.
10. Vasche, J. Burton: "Modern Language Teaching at the Mid-Century," *MLF*, XXXIX (June '54), 3-9. In the years to come modern language teaching has a unique and stimulating part to play. It must concern itself with providing experience and opportunities for an ever-increasing number of students, and at the same time it must improve and broaden its services

II. "ARMY METHOD," ASTP, "INTENSIVE METHOD," "LINGUISTIC-INFORMANT METHOD," "ONE-BOND METHOD" (3). See also: 1-10, 14-36, 109-155, 241-277.

11. Butts, A. B.: "The Civil Schooling Program for Army Officers," *HE*, X (Feb. '54), 98-101. Of interest to language teachers is the information given in regard to the long and short courses. Army officers are given language and area training with a view to their assignment in foreign countries. West Point employs six civilian teachers in academic departments, five of whom are in the Foreign Language Department. There is one in each of the languages taught. Four foreign universities participate in the program with one student officer enrolled at each place.
12. Fernández, Oscar: "The Teaching of Spanish and Portuguese at the Naval Academy," but the same gen-

eral pattern is characteristic of the other languages taught there as, French, German, Italian, and Russian. It is directed towards answering many questions about the language program.

13. Kohanski, Alexander S.: "Concerning the 'Experiment with the One-Bond Method,'" *JE*, 24 (Spring '54), 58-60. This is a letter to the Editor in which the writer discusses the report presented by Mrs. Rebecca Lister in *JE*, Spring, 1953. The writer believes Mrs. Lister is silent on too many points in the experiment in teaching Hebrew language for the reader to be able to draw proper conclusions from her description.

III. AURAL-ORAL, CONVERSATION, PHONETICS, PRONUNCIATION (23).
See also: 1-10, 11-13, 109-155, 241-277.

14. Angiolillo, Paul F.: "Principles and Methods of Foreign-Language Teaching in the Elementary School," *BBSS*, XXVI (Mar. '54), 67-70. The writer reviews some of the principles and methods of language teaching among young children, as well as some basic principles of language learning among children. An aural-oral approach at the elementary grade level seems to be the logical one, and the methods employed suggest themselves. These are explained.
15. Calderón, Carlos: "Seeing Sounds," *TO*, 38 (Oct. '54), 12-13, et seq. Spanish-speaking children who have an accent are readily helped to overcome their difficulty with the basic rules worked out by this teacher. The four most common mistakes are stated, and suggestions are given that will help the child.
16. Chamberlain, John L. Jr.: "Some Aids to Teaching a Spoken Foreign Language," *MLJ*, XXXVIII (Nov. '54), 331-346. This article, which deals with the study of a spoken foreign language, assumes that the goal of the student is oral fluency in a language for

practical purposes or for a deeper insight into the country and its people. With this in mind the writer offers for the consideration of both teachers and students several ideas and suggestions which will be of value to those who are conscientious.

17. Closset, Fr.: "Teaching Languages for a New Age," EF, XIX (Nov. '54), 33-39. Whatever the language to be taught may be, the teaching must be "alive." The purpose of the teaching of modern languages is very different from that of other teaching, for it must warrant an effective mastering of the languages. The only method that can lead to that goal is the use of the foreign language. An everyday or active vocabulary is to be acquired. Teaching at first is to be oral; it is to begin with conversation.
18. Cooper, Anne: "The Status of Modern Languages in the Secondary School Curricula," PJE, 31 (May '54), 344-345. It should be the business of our public schools to teach our youth to converse in other tongues. The aural-oral skills of the language must be the teachers' goal in their teaching. Many new technical devices must be integrated into classroom activities. We must begin with youngsters, and we must tear down fences.
19. Furness, Edna L.: "The Future of Language Arts," CH, 28 (Jan. '54), 277-279. Modern foreign language teachers, as others, have made every effort to adjust instruction to the times. In the present trends of language-arts teaching, our writer sees a future in keeping with the life-adjustment movement. This education considers language a form of social behavior. It makes a plea that in the foreign-language class the student learns the language by means of related purposeful activities, in and through use of the language, through content that is socially and culturally significant.
20. Gariss, Philip J.: "An American Teacher in West Berlin," AGR, XX (Feb.-Mar. '54), 11-13. This is an account of the writer's experience as an exchange teacher in Berlin. He was assigned five *Klassen* for English and one for German to twelve-year olds. He stressed the aural and oral aspects of language instruction.
21. Haden, Ernest F.: "Descriptive Linguistics in the Teaching of a Foreign Language," MLJ, XXXVIII (Apr. '54), 170-176. From time to time it seems appropriate to take stock of what the study of foreign languages can contribute to the preparation of our youth that they may have a more effective life, and how we may hope to achieve this contribution. The elements here discussed are not primarily in the realm of perception, but rather in the realm of action.
22. Heffner, R-M. S.: "Phonemics in Elementary German?" MDU, XLVI (Oct. '54), 273-277. Our writer does not agree completely with Dr. Koekkoek's linguistic analysis of German, and he points out why he prefers Bloomfield's explanation. In conclusion our writer states that the practical solution of the problems of teaching German pronunciation to our students should be found in teaching them words and how to pronounce them as events.
23. Koekkoek, Byron J.: "German Vowel Length and the Student of American-English Background," MDU, XLVI (Oct. '54), 267-272. Often the German language student of the American-English background has a defective grasp of some of the basic sound patterns of German necessary for an adequate response to the spoken forms. One difficulty lies in his inability to respond to the contrast in German tied up with certain long and short vowels, and to the contrastive pattern of vowel length as a whole. This paper discusses some of the problems behind these phenomena.
24. Krail, Jack B.: "The Best of the Old and the Best of the New," C, V (Winter '53-'54), 16-18. The writer examines very carefully some relevant facts in regard to the natural or direct method of teaching a foreign language. He adds a note of warning lest we abandon the "old-fashioned" method in favor of the direct method without studying the values of each method.
25. Lacayo, Heberto: "Apuntes sobre la Pronunciación del Español de Nicaragua," H, XXXVII (Sept. '54), 267-268. This article refers exclusively to the Spanish of Nicaragua, as the writer took his notes from observations of the speech of a number of the inhabitants of that country. As it happens in most of these cases, many of the peculiarities he noticed in the speech of that country exist in many of the other Spanish-speaking countries of America, especially of the Caribbean region.
26. Lum, Vernette T.: "French in a Tight Package," CTAJ, 50 (Apr. '54), 12. Here is an illustration of how a small class learned French in 120 hours. The oral-aural approach was stressed. Both teacher and pupils were convinced that a concentrated language course where a language could be spoken four hours a day had unusual merit.
27. Malécot, André: "The Pronunciation of Numerals in French," FR, XXVII (Feb. '54), 287-297. The writer has clarified the rather complex question of the pronunciation of French numerals by subdividing them into three classes: numeral nouns, numeral adjectives, and compounds. A few simple rules have been stated to help present the material to the students, and a table has been given which can be used as a reference.
28. Mac Rae, Margit W.: "Conversational Spanish in the San Diego City Schools," H, XXXVII (Mar. '54), 75-77. This is a most interesting account of San Diego's pioneering in the field of teaching Spanish in the elementary grades. The fourth grade was the starting point for the conversational Spanish program. The writer explains the reasons for the choice of the starting grade, the daily time allotments, and the type of instructional methods and materials.
29. Mazzara, Richard A.: "Some Aural-Oral Devices in Modern Language Teaching," MLJ, XXXVIII (Nov. '54), 358-361. It is the purpose of this paper to consider chiefly the Sound Rooms of the Romance Language Department at the University of Kansas where our writer is an instructor most familiar with the "Lab" set-up. All students profit in many ways from the training, and they desire more audio-oral training of the type that is outlined for us.
30. "Notes on Pronunciation," CMLR, X (Winter '54), 11-12. These notes on French pronunciation deal with elision, silent consonants, liaison, and syllabication.
31. Pankoke, Geraldine and Barnes, Katharine F.: "The Non-English Speaking Child in the Public Schools," ASBJ, 128 (Mar. '54), 35-36. This experiment of teaching foreign-speaking children in the Waukegan, Illinois, Public Schools was most successful. The teaching method planned excluded any use of the foreign language in the classroom.
32. Politzer, Robert L.: "On the Central Italian Development *rv>rb*," I, XXXI (June '54), 93-98. The following evidence is advanced and explained: the evidence of the inscriptions, the present distribution of the *rv>rb* change, evidence of medieval documents. The conclusion drawn is that the *rv>rb* change in central Italy is neither connected with Etruscan substratum nor with a phonetic tendency of assimilatory nature. It is explained as the result of a merger *rb* (*rB*) and *ry* to *rB* and subsequent strengthening to *rb* in a zone intermediate between the general and intervocalic *b/y* fusion.
33. Ritchie, R. L. Graeme: "Loyalty to Language," XXXV (Mar. '54), 43-49. There are four things you can do with a language: understand it when spoken, understand it when written, speak it, and write it. You must treat a living language as a living one. This can be done by using the Direct Method. The four-fold unity (language-learning) does present a heavy task explained here.
34. Tompkins, Ellsworth: "Turkish Youth and Their

High Schools," SL, 36 (June '54), 132-133. Turkish students study English, French, and German. Some 65 per cent of all junior and senior high school students take English which is taught by the direct or active method.

35. Triebel, L. A.: "Les divers Aspects de la Prononciation parisienne," CMLR, XI (Fall '54), 11-15. Several aspects of both provincial and Parisian French are explained, including le Parisien populaire, la Prononciation solennelle, Prononciation de théâtre, Prononciation de la bourgeoisie cultivée, Prononciation de la conversation familière, and Les six étages.

36. Wolff, Hans: "Statement of English Teaching," RAM, XIII (April '54), 50-51, et seq. The plan of this paper is to give a description of the method used in the teaching of English in Puerto Rico, and to explain what is meant by certain terms. This description is followed by a critique, i.e., a general discussion, especially of points raised against the present method.

IV. BIBLIOGRAPHY, REPORTS, STATISTICS, SURVEYS (40).
See also: 77-92, 93-108, 109-155, 241-277.

37. Andersson, Theodore: "The Modern Language Association FL Program Reports Progress," FR, XXVII (April '54), 374-377. Dr. Andersson summarizes the year's activities of the MLA staff under the leadership of Wm. R. Parker, and he makes suggestions as to a possible program of cooperation between the FL program and the AATF.

38. Brown, Paul A., et al.: "American Bibliography for 1953," PMLA, LXIX (Apr. '54), 69-201. This Bibliography will be of great help to teachers of all languages. References on the various languages and literatures are grouped according to languages and are listed alphabetically by language.

39. Carr, W. L.: "The Washington Conference on the Role of Foreign Languages," BBSS, XXVI (Mar. '54), 59-63. Professor Carr reviews the highlights of the important educational conference called by the then United States Commissioner of Education, Dr. Earl J. McGrath, in Washington, D. C., on "The Role of Foreign Languages in the American Schools," with special emphasis on the place and purpose of foreign languages in the elementary grades.

40. Coates, Mary W.: "Language Teaching in Ohio," OS, XXXII (Dec. '54), 16-17, et seq. The writer perused several old issues of Ohio's educational magazines in search of language history information which she traces to the present time. In conclusion she declares that there is much to be done in Ohio for there are some 600 public high schools that offer no foreign language at all.

41. Dorosh, John T.: "Bibliography," AATSEELJ, XII (Oct. '54), 57-58. This "Bibliography" of current publications in the Slavic and the East European languages will be most helpful to teachers of those languages.

42. Dorosh, John T.: "Bibliography," AATSEELJ, XII (Dec. '54), 85-87. This "Bibliography" of current periodicals in linguistics, literature, and education in the Slavic and East European languages will be most useful to teachers of those languages.

43. "For the Record," ACLSN, V (2), 3-16. Most instructive is this review given of one language program that had a great impact on many American men and women. This was the Council's work in the development of language training during World War II.

44. "Foreign Language Entrance and Degree Requirements," PMLA, LXIX (Sept. '54), 34-50. This is a second revision of statistics first published in the Supplement to the September 1953 number of PMLA. The present revision includes institutions subsequently accredited and corrections in the original listing. This report is made from questionnaires sent to registrars of 790 colleges and universities.

45. "German Literature of the Nineteenth Century, 1830-1880," GR, XXIX (Feb. '54), 40-67. This Current Bibliography covering the years 1951 and 1952 dealing with German literature of the nineteenth century was compiled by members of the Research and Bibliography Committee of the German IV group of the Modern Language Association of America.

46. Huebener, Theodore: "Increase in Foreign Language Study," HP, XXXVI (Jan. '54), 62. Dr. Huebener has made a compilation of enrollments in foreign languages since last year, and it is interesting and heartening to read that there has been an increase. The statistics are given by languages at the various levels.

47. Lemieux, C. P.: "The MLA's Language Questionnaire," AATSEELJ, XII (Dec. '54), 65-66. The data given here were obtained by the MLA language questionnaire. It covered all the languages offered by our institutions of college level.

48. Luciani, Vincent: "Bibliography of Italian Studies in America," I, XXXI (Mar. '54), 45-49. Recent books and reviews are listed. Several articles (Oct.-Dec. '53) and addenda are briefed.

49. Luciani, Vincent: "Bibliography of Italian Studies in America," I, XXXI (June '54), 109-113. Recent books and reviews are listed. Several articles (Jan.-Mar. '54) and addenda are briefed.

50. Luciani, Vincent: "Bibliography of Italian Studies in America," I, XXXI (Sept. '54), 179-186. Recent books and reviews are listed. Several articles (April-June '54) and addenda are briefed.

51. Luciani, Vincent: "Bibliography of Italian Studies in America," I, XXXI (Dec. '54), 244-247. Recent books and reviews are listed. Several articles (July-Sept. '54) and addenda are briefed.

52. Marcus, Eric: "Status of Foreign Language Study in Connecticut," GQ, XXVII (Nov. '54), 241-244. This is a report made by the Committee that was instructed "to review and evaluate the present program of FL study in the junior and senior high schools of the state and to help develop ways and means of improving the program and the instruction." The co-chairmen were Dr. Theodore Andersson of Yale and Dr. Arthur Selvi of Connecticut.

53. Mayer, Edgar and Obrecht, H.: "A Report on Modern Language Teaching Methods," ACLSN, V (Winter '54-'55), 10-14. The compilers of this report spent some weeks at the Georgetown University Institute in order to gain insight into the most effective methods of language teaching with the primary emphasis on the spoken language. The writers state various assumptions and their corollaries which they believe to be basic to effective language teaching, and which have been either introduced or borne out by the findings of linguistic science.

54. McDuffie, Clyde C. and White, Emilie M.: "FLES Guides for Washington, D. C.," H, XXXVII (May '54), 239. Information is given regarding copies of the manuals prepared by the Department of Foreign Languages of the Public Schools of the District of Columbia for the teaching of foreign languages in the elementary schools.

55. McIntyre, Mary E.: "Current Materials and Events in Foreign Language Teaching," CJSE, 29 (Dec. '54), 445-454. The *Journal* presents a report on materials and events of interest to modern foreign language teachers in secondary schools. The items fall into the general field rather than the individual languages.

56. McQuown, Norman A.: "UNESCO Modern Lan-

guage Seminar," *MLJ*, XXXVIII (May '54), 217-219. This is a report on the UNESCO-organized International Seminar on the Teaching of Modern Languages in Ceylon from August 3 to 28, 1953, of 33 representatives of 18 countries and 3 observers who met to discuss various topics as the humanistic aspect of the teaching of modern languages, a key to the understanding of other peoples, methodology, audio-visual aids, and teacher training.

57. McQuown, Norman A.: "UNESCO Modern Language Seminar," *SS*, 79 (May 1, '54), 138-139.

58. Mildenberger, Kenneth W.: "The Current Status of the Teaching of Spanish in the Elementary Schools," *H*, XXXVII (Mar. '54), 63-65. Dr. Mildenberger has been conducting an intensive survey of the current status of foreign language instruction in the elementary schools of the United States. On the basis of his impressions and his statistical analyses he gives us some frank observations concerning the current teaching of languages in the elementary schools, with special reference to Spanish. All teachers of Spanish will enjoy reading this excellent report of vital concern to us.

59. Miller, K. C.: "Modern Foreign Languages in Negro Colleges," *JNE*, XXIII (Winter '54), 40-50. Very little research has ever been done concerning the teaching and learning of modern foreign languages in colleges and Universities for negroes. By means of six media information has been sought. All language teachers will be interested in this survey, especially the sections devoted to aims and objectives, methods, and recommendations.

60. "MLA Foreign Language Program," *MLJ*, XXXVIII (Nov. '54), 372-377. This is a conference report on the teaching of foreign languages by television. It is the work of fifteen teachers who have pioneered in this field, and who met to discuss common problems which varied in aims, techniques, and content.

61. "Modern Languages Offered by American Colleges 1954-55," *PMLA*, LXIX (Sept. '54), 26-33. The information offered here was gathered from questionnaires sent to the registrars of accredited colleges in the United States and to registrars of a selected number of other institutions. Listed in the order of frequency are all the modern foreign languages except French, German, and Spanish.

62. Odegaard, Chas. E.: "Modern Language Association Interdisciplinary Seminar on Language and Culture," *MLJ*, XXXVIII (Apr. '54), 165-169. The critique recognizes that the report is sociological in its approach and accepts the new objectives in teaching foreign languages. No longer is foreign language study to be thought of as a prelude to the study of literature. All the extra disciplinary study which will qualify the teachers to do their work suggested in the report as explained by Dean Odegaard will require considerable more training than language teachers are likely to get at present. This is a very important critique which should be read by all language teachers.

63. Office of Education U. S.: "Public Education in the United States," *RAM*, XIII (febrero '54), 6-7, et seq. This is a summary report on the "Process of Public Education in the United States of America, 1952-53" of the office of Education U. S. Department of Health, Education, and Welfare to the Sixteenth International Conference on Public Education Geneva, Switzerland, July 6-15, 1953, jointly sponsored by the International Bureau of Education and the United Nations Educational, Scientific and Cultural Organization. Among the many items of interest in this report is that of "Foreign Languages in the Elementary School."

64. Ornstein, Jacob: "A Brief Preliminary Survey of Activities and Research in the East European Area (Exclusive of Russia) in America," *AATSEELJ*, XII (June '54), 18-25. The purpose of this brief preliminary is to give some idea of the current activity in the East European Area, as well as to give an idea of the extent to which various gaps are being filled.

65. Parker, Wm. R.: "Report on the Foreign Language Program," *PMLA*, LXIX (Mar. '54), 12-21. This excellent report explains what has been accomplished with the grant made by the Rockefeller Foundation so far as the Foreign Language Program is concerned. The foreign language situation in the United States was surveyed and studied to see what could be done to improve it.

66. "Professional Notes," *MLF*, XXXIX (June '54), 49-57. *The Modern Language Forum* calls our attention to the Foreign Language Program carried on by the MLA under a grant from the Rockefeller Foundation under the direction of Wm. R. Parker, a state-by-state survey: "Status of Foreign Language Study in American Elementary Schools," a thirty-page report (free) by Kenneth W. Mildenberger, several reprints (free) of interest to language teachers, and audio-visual aids.

67. "Report of the Committee on Textbooks, A.A.T.G.," *GQ*, XXVII (Mar. '54), 75-79. This is a report on desirable and undesirable features of elementary and intermediate textbooks. Questionnaires were sent to all members. The committee was expertly assisted by Professor Wm. R. Parker, Secretary of the Modern Language Association. The committee is now working on the statement to the publishers.

68. "Report of the Committee on Tests, A.A.T.G.," *GQ*, XXVII (Mar. '54), 83-90. This is a report of the committee appointed "to examine the Cooperative and College Board Tests with a view toward revision." The appendix includes sample item types reprinted from the College Board's Bulletin of Information for 1953-54.

69. Santosuoso, John J.: ASTP Characteristics in 55 Colleges, 1941-1951: Methodological Practices Pertinent to the Development of Language Skills," *MLJ*, XXXVIII (Dec. '54), 407-411. The writer of this paper attempted to measure to what extent certain aspects of the ASTP were introduced into the curricula of the institutions which were exposed to the program during World War II. This study was limited to the 55 colleges that had the ASTP and to the more common languages of the Romance group. Attention was focused on 7 features of the Army Language Training Program.

70. Santosuoso, John J.: "ASTP Characteristics in 55 Colleges: 1941-1951," I, *XXXI* (June '54), 99-105.

71. "Selected References on Secondary-School Instruction," *SR*, LXII (Feb. '54), 115-119. In the field of foreign languages, this list of references includes items published in 1953. A few from 1952 have been included.

72. Taylor, Rob't E. and Railing, Trudy K.: "Research in Progress in the Modern Languages and Literatures - 1954," *PMLA*, LXIX (Apr. '54), 205-346. This work will be helpful to teachers of all languages. The sections and references on the various languages and literatures are listed alphabetically and by language.

73. Thomas, Joseph V.: "Special Methods in the Modern Language Area: A Report," *MLJ*, XXXVIII (Dec. '54), 387-383. This report is designed to supplement a report on the Academic and Professional Training of Modern Foreign Language Teachers. Questionnaires were sent to 431 instructors of special methods courses in the teaching of modern languages. The study was made on the assumption that special methods courses are misunderstood.

74. Valle, Rafael H.: "Bibliografia Hispanoamericana del Español," *H*, XXXVII (Sept. '54), 274-284. The well-known diplomat and writer, Valle, presents a Bibliography of the Spanish language in America in which teachers of Spanish will find a section dealing

with language and language teaching that will prove most useful.

75. Van Eenenaam, Evelyn: "Annotated Bibliography of Modern Language Methodology for 1952," *MLJ*, XXXVIII (Jan. '54), 28-54. The 398 items of this article are divided into twenty-one topical classifications. The 1954 periodicals, with the number of items

from each one, are listed with code letters used in the list. At the end an authors' index is given.

76. Walsh, Donald D.: "The MLA FL Program: A Report to the AATSP," *H*, XXXVII (Mar. '54), 83-93. Editor Walsh summarizes some of the important activities of the MLA Foreign Language Program of interest to all teachers of foreign languages.

V. CORE CURRICULUM, CORRELATION, GENERAL EDUCATION, INTEGRATION (16).

See also: 37-76, 109-155, 241-277.

77. Axelrod, Herman C.: "Trends in the Newer Day Schools," *JE*, 24 (Spring '54), 39-44, et seq. In this article an attempt is made to delineate the character of the newer schools and to discuss some of the issues, practices and trends observed in many of them. Of special interest and help are the sections devoted to *Integration* and to the *Hebrew Curriculum*.

78. Berger, Max: "A Core for the Puerto Ricans," *CH*, 29 (Sept. '54), 29-32. The writer explains the core program and how this special program for Puerto Ricans in which only English was used, proved to be very effective. Naturally there were various problems, but the language barrier was broken down by using various methods in teaching English.

79. Berger, Max: "An Experiment with Core for Puerto Rican Students," *EL*, XII (Dec. '54), 156-159.

80. Berger, Max: "A Core Program for Puerto Rican Students," *HP*, XXXVI (Nov. '54), 66-71.

81. Editorial: "The New Liberal-Arts Program at Notre Dame," *JHE*, XXV (June '54), 335-336. The new program provides a four-year curriculum of two levels closely related. Of interest to us in the modern foreign language requirement and the foreign-language course which is an intensive one requiring the attainment of minimum proficiency. The new plan is noteworthy in that it is an instructive attempt to combine a common general education for all with specialized study in a field.

82. Forshet, Samuel: "Why Aren't Foreign Languages in the Core Curriculum?" *MLJ*, XXXVIII (Nov. '54), 354-357. The Core Curriculum has been used to mean different things in experiments in various cities of the United States. We language teachers differ about our approach in teaching modern languages. The sociological method has been tried and has been found successful for it is realistic, practical, and defensible. There is a way which would not only invite language instruction into the core, but might even make languages the basis of the core curriculum.

83. Fouts, Clark M. "Trends in the Junior High School Program," *NASSPB*, 38 (Mar. '54), 9-21. Junior high school administrators choose from a number of types of programs to accomplish the aims and objectives that they set forth. These are explained. Integrated programs in various forms have developed. One type is the correlated curriculum in which relationships between subject areas as English and the foreign languages are shown.

84. Kahnheimer, Leah W.: "A Program in Social Living for Puerto Rican Pupils," *HP*, XXXVI (June '54), 58-68. This experiment by the writer goes back to 1952 when this core-type program was conducted for Puerto Rican boys who spoke very little or no English. It was to consist of English, Spanish, orientation and guidance. The results were most gratifying.

85. Kollner, Gretchen H.: "Coordinating Secretarial Studies with Foreign Languages," *HP*, XXXVI (Oct. '54), 69-72. There was a need for coordinating Spanish with bread-and-butter subjects like Spanish stenography and typewriting. The course offered is classified as a commercial one, and the writer reports that teaching these students from Puerto Rico has been a challenge, a pleasure, and a worth-while accomplishment.

86. Kwapil, Helen M.: "Foreign Language in the Junior High School," *H*, XXXVII (Mar. '54), 48-53. Miss Kwapil makes a vigorous plea for more functional language teaching at the junior high school level. Parents and local businessmen are most enthusiastic for "language for use." Correlations of all kinds are at hand, and all offer possibilities. Language study can spark new interest in all the "humanities" and carries over into an interest in more language study at the high-school level.

87. Lerrick, Nancy: "Long before Christmas," *NEAJ*, 43 (Dec. '54), 554-556. In the Virginia Avenue Elementary School in Winchester, Virginia, world understanding and the true meaning of Christmas join hands in December. This account of a unique school-wide Christmas project most assuredly increases world understanding and brings in the support of the entire community. Each of the 16 classrooms devotes every effort to learn about a different country with special attention on how Christmas is celebrated in each one.

88. Reich, Edward: "The Core of Common Learnings," *HP*, XXXVI (Oct. '54), 42-49. Today's secondary school, a "common" school forces us to look at our program of "common learnings." We must re-evaluate our materials and approaches towards the education of all youth. All pupils will function in one of three groups of studies. We are especially interested in the "Personal Living Core," for the writer explains that within this area the language teacher may also function most effectively in the high-standard core of common learnings oriented to today's world.

89. Savaiano, Eugene: "The Articulation of High School and College Spanish," *H*, XXXVII (Mar. '54), 44-47. Professor Savaiano, speaking sympathetically of the difficulties of the student going into intermediate or advanced college courses from high school, mentioned many possible causes. Various needs of high school teachers are explained. Most necessary of these needs of high school teachers is a textbook consonant with their own teaching methods.

90. Scarangello, Anthony: "What are Europe's High Schools Like?" *NEAJ*, 43 (Nov. '54), 498-500. A Ford Foundation recipient reports his impressions after visiting schools in 14 countries. There is much uniformity in European schools, and the ones described are quite typical, with but one exception. When we examine the programs of these school systems, we find that languages are stressed even in a general course.

91. Wagoner, Robert A.: "Fitting the Foreign Language into a Core Curriculum," *MLJ*, XXXVIII (Oct. '54), 304-308. The launching of a general education program in the fall of 1951 at Champlain College, State University of New York, was an exciting educational challenge to all. The core curriculum with explanations of the work for French classes is explained.

92. Willis, Raymond S.: "On Training Graduate Students for General Education Programs," *H*, XXXVII (Mr. '54), 26-31. The general education courses now in the curricula of American colleges have

brought about the problem of training the graduate students who some day will be instructors, lecturers, and directors of these courses considered in this paper. These courses are offered in all fields, but here

the concern will be only with those which take into their range the fields of Spanish and Portuguese languages, letters, civilization.

VI. CURRICULUM PLANNING, ADMINISTRATION (16).

See also: 77-92, 109-155, 241-277.

93. Andersson, Theodore: "The Problems of Supplying Foreign-Language Teachers for the Elementary School," *H*, XXXVII (Mar. '54), 65-68. In all parts of the country communities are introducing foreign-language instruction in the grades which has created the problem of supplying teachers for that level of work. Dr. Andersson discusses two points of great interest for us: The qualifications and the sources of supply of elementary-school foreign-language teachers.
94. Brickman, Wm. W.: "Foreign Languages and the Curriculum," *SS*, 79 (May 1, '54), 139-140. There is a revival of interest in the teaching of foreign languages in the United States. The values and weaknesses have been made known in various publications. Our Editor expresses the hope that curriculum committees and school administrators emphasize the role of languages in the development of children and "lavish" much attention on content, methodology, and teacher preparation.
95. Edwards, Mark: "How to Help Gifted Students," *CSJ*, 54 (Mar. '54), 94-95. The author's consideration is how to help the gifted child in grades nine to fourteen. The material will prove valuable to any teacher who has superior children in a heterogeneous group. In helping the gifted child realize his potentialities, languages play their part.
96. Hotchkiss, Grace E.: "The Role of the Principal in the Program of Teaching Spanish in the Elementary School," *H*, XXXVII (Mar. '54), 72-75. The writer explains the many ways in which the principal as the chief executive of the school has much responsibility for the effectiveness of its educational program and for its continuous improvement. She heartily agrees that the study of foreign languages will help make a richer elementary-school curriculum. In fact, she herself initiated a small experiment in teaching Spanish in the elementary school.
97. Katzoff, Adina: "The Bilingual Program in the Jewish Nursery School," *JE*, 24 (Spring '54), 45-48, et seq. The nursery department of the Board of Jewish Education in Chicago undertook to study the question of "The Bilingual Program in the Jewish Nursery School." It was agreed that only with a fair understanding of the general scope of language and bilingualism could the specific area of Hebrew as a second language be better understood and more correctly applied.
98. Kaulfers, Walter V.: "Promising Leads for High-School Foreign Language," *MLF*, XXXIX (June '54), 10-14. Dr. Kaulfers is concerned with the differences in morale prevailing in departments of foreign languages in different parts of the country, or within the same community or school. From observation of teaching in the schools of many states, the degree to which certain attitudes and practices prevail account for these differences. There are six which are explained for us.
99. Konold, A. Ewing: "Needed Curriculum Changes—High School Level," *CJSE*, 29 (Feb. '54), 98-101. The enrollment bulge in the schools will affect the curriculum. This becomes a problem of transition or adjustment to changes associated with growth. Five questions are posed for our consideration. One in particular merits our attention: we will have to change the curriculum offerings. We should be ready for this curriculum enrichment and this would certainly be true in language as in other areas.
100. Mc Kerrow, J. J.: "Problems in Grade XIII French," *CMLR*, XI (Fall '54), 23-24. Such problems as the course, the students and the results are discussed. The problems and the arguments are not new but require thoughtful consideration.
101. Murphy, Geraldine J.: "The Education of Gifted Children: Suggestions for a Philosophy and a Curriculum," *SR*, LXII (Oct. '54), 414-419. The changes in curriculum, method, and teacher preparation outlined here are all feasible. Secondary education must help gifted students develop to their highest capacities. Of interest are the three-year prescribed courses that are explained in which language study is considered of great value.
102. Oliver, Albert I.: "The Gifted Pupil—A Challenge to Educators," *E*, 74 (Jan. '54), 312-322. Many schools today are meeting the challenge of providing the gifted children with the type of education that they so desperately need. Various characteristics of the gifted are noted in this article, and an explanation of what is being done for them in some schools. Foreign language work in the elementary schools in the Cleveland and in the Brooklyn schools is cited as an example of the part languages can play in the lives of gifted children.
103. Ornstein, Jacob: "Russian Teaching Materials: New Texts and Further Pedagogical Needs," *MLJ*, XXXVIII (Feb. '54), 66-74. Progress is being made in the field of methodology and textbook writing for the teachers of Russia. As evidence of the serious thought and experimentation devoted to the problems in teaching Russian, the writer invites our attention to the list of articles on methodology that have appeared in the past two years, and to the lists of texts and other teaching materials that he has surveyed for us.
104. Spahn, Raymond J.: "Placement of Modern Language Teachers, 1953," *MLJ*, XXXVIII (Mar. '54), 135-137. Our writer examines for us the extent of the oversupply of persons available for college language positions, and then he discusses what is being done and what more could be done by the persons most directly concerned.
105. Vacca, Carlo: "Do High Schools Really Need Heads of Language Departments?" *MLJ*, XXXVIII (Dec. '54), 405-406. The writer is concerned about the frequency with which the position of department head is being challenged. Also he is interested in clarifying his own thinking about this matter and in deciding what is best for school and society. Therefore he sets forth an explanation hoping that it will be of help to others concerned about this same question. This excellent explanation states 30 definite duties of a language department head.
106. White, Lucien: "What's Wrong with the Ph.D. Language Requirement?" *JHE*, XXV (Mar. '54), 150-152, et seq. Why is it that foreign languages are so little used in post-doctoral years? What can be done to correct this situation? Truly basic in any corrective program should be the requirement that the prospective candidate for the Doctor's degree use foreign languages in some meaningful way during his preparation in his major field which is explained very carefully.
107. Yarrill, E. H.: "French in School and College: Ques-

tions of Continuity and Direction," FR, XXVII (Feb. '54), 280-286. It is the hope of the writer that an examination of some of the difficulties explained here will help clarify the general perspective of French in the schools in relation to college French and to some consideration of the questions of liaison between the two as far as both preparation and continuation of work in the subject are concerned.

108. Wood, Helen C.: "Educating Migrant Children," CJEE, XXII (May '54), 214-222. The case studies presented bring to light various problems to verify the fact that the curriculums offered often are inadequate to meet the needs of the children of migrant workers. However Fresno County is making a concerted endeavor to find ways to cope with these problems. The problem of Spanish-speaking children has received major attention in the project.

VII. ELEMENTARY SCHOOL (47). See also: 1-10, 11-13, 14-37, 37-76, 241-277, 278-289, 307-314.

109. Beerbaum, Alfred: "German in our American Elementary Schools," GQ, XXVII (May '54), 150-158. The writer gives an interesting and valuable *Report on the Experiences of the Dependents Schools in Postwar Germany*. It is a report of a general program of language study in the elementary school, i.e., one for all pupils in all grades, both for immediately practical purposes, as well as for a general introduction to another culture. We are especially interested in the sections on Methods and on Results.

110. Bégué, Armand: "Varia," FR, XXVIII (Oct. '54), 92-93. French assistantships open to Americans are offered by the French Government. With this issue the *French Review* begins a section on French in the elementary school under the direction of Professor J. H. Grew.

111. Blumenfeld, Ann R.: "An Experiment in Teaching French to Children from the Elementary School," KFLQ, I (No. 3), 91-96. This is an interesting account of an experiment in teaching French to third graders (a few exceptions). The objective has been to stimulate interest concerning the French people and to lay the foundation for the learning of French as a living language to be spoken and understood. Every effort has been made to stress correct pronunciation and to develop the ability to understand spoken French.

112. Brady, Agnes M.: "The Life Cycle of an Idea," H, XXXVII (Mar. '54), 68-70. Teaching Spanish to elementary-school children in Lawrence, Kansas, made a modest beginning in 1949, and in 1953 it boasted of a small but "complete" program. This is explained for us. The response to the aural-oral-choral method of teaching Spanish was immediate. The program is a democratic one training *all* the children to live in a world where basic accord must prevail.

113. Bruce, Wm. C.: "Languages in the Grades," ASBJ, 129 (Sept. '54), 60. A very fortunate recent development in elementary education is the new way of teaching modern languages to children in the grades. Here languages are mastered by conversation about things which interest the youngsters. Vocabulary is developed by talks about everyday living, about games and stories.

114. Childers, J. Wesley: "Beginning at the Beginning with Foreign Languages," C, V (Winter '53-'54), 12-16. Dr. Childers reports on the Conference called by Dr. Earl J. McGrath, former United States Commissioner of Education, on the "Role of Foreign Languages in American Schools" on the extent of foreign language teaching in the grades, on the CASCA Schools offering languages in the grades, on the value of teaching foreign languages in the grades, on the methodology used in elementary language programs, and on suggestions as to how to get teachers and to organize in-service workshops.

115. Cioffari, Vincenzo: "The Teaching of Foreign Languages in the Elementary School—a Realistic Analysis of the Present Movement," MLJ, XXXVIII (Mar. '54), 142-147. The writer sketches briefly the history of foreign language teaching in this country. Although Mr. Cioffari presents the most important data briefly, he has given us an excellent account of foreign language work in our schools since 1899.

116. Clapp, Harold L.: "Second Fiddle to a Puppet," FR, XXVII (May, '54) 453-459. The writer sketches a description of his undertaking, a French Play School. Various methods, games, etc., are explained. The Play School was conceived as part of a vacation, not of formal schooling. The experience was highly rewarding; it was challenging; it was exhausting. More than ever the elementary school teacher commands the greatest respect and sympathy—even envy—on the part of the writer.

117. Ellert, Ernest E.: "The Foreign Language Program in the Holland (Michigan) Public Schools," MLJ, XXXVIII (Dec. '54), 416-419. Most gratifying is this account of the pilot course in German in the fourth grade of the Longfellow School, Holland, Michigan. Very interesting too is the writer's comment that if they would have had to wait until a teacher was found, language work in the elementary school might not have begun when it did.

118. Ellert, Ernest E.: "German in the Fourth Grade," GQ, XXVII (Nov. '54), 221-226.

119. Ellert, Ernest E.: "German in the Fourth Grade," KFLQ, I (No. 3), 97-101.

120. Ellert, Ernest E.: "The Grade-School German Program in Holland, Michigan," MDU, XLVI (Jan. '54), 51-52.

121. "En Marge," MLL, XXXV (Sept. '54), 85-86. The natural acquisition of language is not limited to one idiom. Children growing up in a bi-lingual or multi-lingual environment often learn several languages without any apparent difficulty. There is no incompatibility between teaching the disciplined awareness of the mechanisms of language and the fullest use of creative, active methods in the classroom.

122. Etnire, Elizabeth: "The Teaching of Spanish in the Second Grade," KFLQ, I (No. 3), 102-104. Since the summer of 1943 Spanish has been taught in the Elementary Training School of Central Michigan College of Education. It is the purpose of this paper to show how fifteen minutes daily was spent with the second graders during the first semester of 1953. The results are most gratifying.

123. Ewing, Evelyn E.: "Foreign Languages in Atlanta Elementary Schools," KFLQ, I (No. 3), 105-107. French and Spanish classes are taught in seven of Atlanta's elementary schools from the primary through the seventh grade. Instruction is through oral and aural exercises. The objectives of these courses, the work itself, and the technical conditions of progress have given more than satisfying results.

124. "Foreign Languages in Grade School," MEJ, XXXII (Dec. '54), 195. This article is a short report on the growing popularity of language study at all levels in our schools today.

125. Gardiol, Yvonne A.: "Language Teaching in the Elementary Demonstration Classes of Cleveland," MLJ, XXXVIII (Jan. '54), 23-25. We share some of the writer's observations regarding the educational values of teaching a foreign language in the elementary schools. Last summer she visited the Elementary Demonstration Classes of Cleveland and was highly pleased and thrilled as she saw these children in action.

126. Goldsberry, Anna: "Foreign Language in the Elementary Schools," CJ, 50 (Nov. '54), 49-51. In the

fall of '51, the schools of Alton, Illinois, initiated a program for foreign language instruction in the elementary grades. All pupils from the fourth through the eighth grades were invited to attend classes in French and Spanish for an hour a week. Pronunciation and oral work received the emphasis.

127. Grew, James H.: "French in Elementary Schools: A Statement," *FR*, XXVIII (Dec. '54), 169-170. To achieve the greatest possible advantage from the study of a language a student should be able to speak and to understand as well as to read and to write the language. The younger he is the more rapid and thorough his progress. Let him learn aural-oral fluency first.

128. Hammond, Lottie: "French in the Elementary Schools," *CMLR*, X (Spring '54), 14-16. The writer gives this report on the desirability and possibility of having French taught in the elementary schools of Ontario. She heartily agreed that the place to begin a foreign language is much earlier in a child's life than at the age of eleven or twelve.

129. Hammond, Lottie: "French in the Elementary Schools," *CMLR*, XI (Fall '54), 20-22. This is a continuation of the article in the Spring Number of this *Review*. Quotations are given from the Report of the Conference (1953) under the auspices of the American Modern Language Teachers' Association, to study questions very often asked about the "rapidly growing movement in American Education."

130. Hansen, Carl F.: "Teaching Foreign Languages in Elementary Schools Makes Sense," *NS*, 54 (July '54), 42-45. The writer gives us a picture of the elementary school foreign language program in Washington, D. C. It is a most successful program. Elementary schools can and should teach foreign languages for it makes educational sense to do so is the firm conviction of the writer.

131. Harris, Julian: "Textbooks for Teaching French in Elementary Schools," *FR*, XXVII (May '54), 403-405. Julian Harris reports that some lessons for teaching French have been worked out by the staff of which he is a member. The lessons are practical and systematic, and are in the form of little dialogues. These may be examined by teachers who so desire.

132. Harris, Julian: "So You Are Going to Try Your Hand at Teaching French to Children?" *FR*, XXVIII (Oct. '54), 68-73. The writer submits some suggestions which to him seem important phases of the problem of teaching French to third grade children. These are based on personal experience, observation, discussion and correspondence.

133. Hartwig, Hellmut A.: "The Carbondale (Illinois)-Elementary Foreign Language Program," *KFLQ*, I (No. 3), 108-113. This paper explains what has been done in the Elementary Foreign Language Program in Carbondale since 1952 when the writer started a sixth grade German class. Others followed, in French as well as in German, and also at the seventh and eighth grade levels.

134. Hearn, Norman and Reid, George: "The Webster Story," *MEJ*, XXXII (Dec. '54), 179-185. This article is a pictorial of Pontiac's pupil-centered school. One grade is lucky to have a mother who speaks French fluently, and she comes in often. This parent and the class chat in French about everyday things.

135. Johnston, Marjorie C.: "A Developing Trend," *H*, XXXVII (May '54), 220-222. The teaching of Spanish in the elementary schools is not new. Today we are witnessing a trend which is new in our educational system as a whole. As teachers of Spanish we have many privileges and responsibilities which Dr. Johnston enumerates for us in regard to keeping alive the teaching of Spanish in the elementary school.

136. Kline, Mildred A.: "Foreign Languages in the Elementary Schools of Richmond, Virginia," *KFLQ*, I (No. 3), 114-118. Since the fall of '52 French and Spanish have been taught to 4L and 4H groups. Since then programs have begun in the Kindergarten. A comparison will be drawn between the language skills of these students and those of pupils who have traditionally begun language study in grades 9, 10, or 11.

137. Leal, Luis: "Languages in Elementary Schools," *MEA*, 45 (May '54), 10, et seq. Professor Leal reports that statistics reveal an astonishing increase in the number of pupils now studying foreign languages in the grades. The success of language programs seems to be the emphasis given to new methods of teaching the foreign languages, to the use of audio-visual aids, and to the fact that the foreign languages are integrated with the other areas of study in the particular grade.

138. Mc Cord, Mary: "Foreign Languages in the Elementary Schools," *ESJ*, LIV (Mar. '54), 380-381. This article reviews briefly some developments in the trend of teaching foreign languages in the elementary schools.

139. Michael, Elizabeth: "An Experiment in Teaching French in the Training School," *KFLQ*, I (No. 3), 119-126. This is an interesting account of the writer's experience in teaching French in the fourth grade, since for some time she had taught on the college level. The program has expanded, and French is also taught in the fifth and seventh grades. Parents are enthusiastic and the results are gratifying.

140. Muir, Phyllis A.: "Modern Language for Schenectady's Young Children," *MLJ*, XXXVIII (Feb. '54), 87-88. This is an interesting account of the writer's experience teaching French to a small group of children, 9 and 10 years of age, selected on the basis of I.Q. tests, achievement test results, and recommendations of teachers. The children were taught every afternoon from 30 to 60 minutes. Emphasis was placed on the oral-aural method.

141. Naunheim, Elizabeth: "Spanish in Corpus Christi," *H*, XXXVIII (Mar. '54), 77-78. This is a very interesting account of the teaching of Spanish to elementary-school children. The program, beginning in September, 1940, in Corpus Christi, Texas, will be of interest to all. The conversational method is used in the 20-30 minute period a day, much realia is used.

142. Pappenheim, Albert: "Experiences in Teaching Hebrew to Children," *BBSS*, XXVI (Mar. '54), 70-72. The writer explains the organization and curriculum of various types of Hebrew elementary schools, as well as the various goals and methods of Hebrew teaching. He also states his belief that the teaching of a foreign language to elementary school children is entirely feasible and successful and a joyful experience.

143. Persky, Ruth L.: "Some Thought on Teaching Spanish to Elementary School Age Children," *MLJ*, XXXVIII (Nov. '54), 369-371. For some years foreign languages have been taught in the elementary grades in Cleveland where only two of the four approaches are emphasized. The work is limited to oral and aural exercises based on the experiences of the child. The younger the child the more easily does he acquire a new language and a perfect pronunciation. Specific examples of a specific lesson in Spanish are explained.

144. Quillen, I. James: "American Schools Heed a Challenge," *CTAJ*, 50 (Sept. '54), 31-33. One of the many ways in which American schools are meeting the challenge of our times is by giving more attention to the teaching of foreign languages. Many schools are beginning the study at the elementary level, and the teachers are stressing the cultural approach to language and emphasizing speaking as well as reading and writing skills.

145. Raymond, Joseph: "I Want to be in Your Class when I'm Older," *H*, XXXVII (May '54), 222-223. Pennsylvania's Glenside-Weldon Elementary School Spanish venture began in the fall of 1952. Nine aspects stressed in this venture are explained. This was a most rewarding experience for Professor Raymond

and a very successful Spanish program in the elementary school.

146. Rivera, Carlos: "The Teaching of Spanish in the Elementary Grades," *KFLQ*, I (No. 3), 127-134. This is an excellent report of Spanish in the First Grade and Spanish in the Second Grade in the El Paso Public Schools. The writer gives a detailed account of methods, procedure, materials, etc. This experience has been most challenging. Interest and enthusiasm have been kept high. The program will expand each year until the entire elementary grade level is covered.
147. Rivera, Carlos: "The Teaching of Spanish in the Third Grades of the El Paso Public Schools," *H*, XXXVII (Dec. '54), 493-496.
148. Roe, Virginia: "I Have Taught a Foreign Language in Elementary Grades," *KFLQ*, I (No. 3), 135-137. The program and methods of language classes of the German schools are explained for us. The writer does not recommend it in its entirety but does believe that if our language program began just as early in the child's school life as possible, it would be much more effective.
149. Roving Reporter: "Fourth Graders in Small Community Learn German," *NS*, 53 (Jan. '54), 12. This is an interesting account of Miss Jacob's experiment in teaching small children a foreign language in a Waverly, Iowa elementary school.
150. "Sampling of Practices in the Pittsburgh Public Schools," *PS*, XXVIII (May-June '54), 197. The cocurricular activities of the school are the happy and informative occasions in the day's routine which provide a wide range of activity for individual growth. This particular grade 2 situation explains what happens when a child from a Spanish-speaking country arrives.
151. Scholz, Albert: "Why German in the Grades?" *MLJ*,

XXXVIII (May '54), 241-243. The many reasons for strongly advocating the teaching of German in the elementary school are listed and explained. Any opponents to German and other languages in the elementary school are welcomed, for they put us more on the alert. The prospects for foreign language programs in the elementary school grow brighter as time goes on.

152. Sister Benita: "Teaching Foreign Languages in the Elementary School," *CSJ*, 54 (Dec. '54), 321-322. Many reasons are given why the study of a foreign language should begin in the elementary school. Many factors are examined which are involved in a foreign language program in the elementary school. The public schools have solved various problems even now when the shortage of elementary school teachers has created a serious situation.
153. Van Eenenaam, Evelyn: "The Teaching of Languages in the Elementary Schools," *MLJ*, XXXVIII (Oct. '54), 309-313. The writer traces the history of language work in the elementary schools in the United States from 1899 to the present time. In the presentation is a discussion of various problems, namely, what language, what grade, what group, what method, with quotations of prominent language leaders in the field of psychology and of the teaching of languages in the elementary schools.
154. Van Eenenaam, Evelyn: "The Teaching of Languages in the Elementary Schools," *KFLQ*, I (No. 3), 138-144.
155. "York Chosen as Bilingual City," *PSJ*, 103 (Sept. '54), 20. On the recommendation of Dr. Earl J. McGrath, former United States Commissioner of Education, York was chosen for an international experiment in bilingual education. Recently York began to teach French in its elementary schools.

VIII. FILMS, RADIO, RECORDINGS, TELEVISION, AUDIO-VISUAL AIDS (36).

See also: 109-155, 241-277, 278-289, 307-314.

156. Adams, Sam and Benoit, Dolive: "A Languages Laboratory for the Smaller College," *MLJ*, XXXVIII (Dec. '54), 421-422. Many recent reports have explained the design, installation, and use of laboratories providing the necessary drill in language teaching in larger institutions. The purpose of this paper is to show the feasibility of installing such a laboratory at a smaller liberal arts college.
157. Alexander, Theodor W.: "Practical Scientific German with Color Slides," *MLJ*, XXXVIII (Jan. '54), 12-14. This course like all foreign language courses today must be made increasingly functional. It is the writer's opinion that a living language must live regardless of the ultimate use of the knowledge, so he has used the spoken word along with series of 2×2 inch slides to illustrate each topic as it is taken up.
158. "Audio-Visual Aids," *MLF*, XXXIX (Dec. '54), 134-135. Various films and filmstrips of use for teachers of modern foreign languages are listed and explained, and mention is made of the list of radio stations throughout the country over which foreign language programs are broadcast. This was published in the September Supplement of *PMLA* (pp. xvii-xviii).
159. Beck, Theodore T.: "A la Télévision," *FR*, XXVIII (Oct. '54), 51-56. The School of the Air, sponsored by the Atlanta Division of the University of Georgia, has been actively engaged in presenting cultural, informational and educational programs for more than six years. The work is carefully explained by the writer who firmly believes that the teaching and demonstration of foreign languages over TV are challenging experiences.
160. Benoit-Lévy, Jean: "La Télévision éducative en France," *FR*, XXVIII (Oct. '54), 62-67. The writer explains the many uses of television for educational purposes in France at various levels and in different kinds of schools. The term "Télévision éducative" is explained as it applies to programs in France.
161. Borglum, George: "Revolution in the Teaching of Modern Foreign Languages," *SS*, 79 (May 1, '54), 129-134. The elements of a revolution in the teaching of languages have been at work for some time. Various methods have been tested and tried, and much progress has been made in the audio-visual aids in the teaching of modern foreign languages. It is the belief of the administrator and the student that languages should be taught as living languages which presents various problems requiring effort, money, and time. When these are solved, our language-teaching revolution will be complete.
162. Bourne, Marjorie A.: "A Foreign Film Program," *H*, XXXVII (Sept. '54), 320-322. For many reasons explained here, the Division of Foreign Languages of the University of Houston set up a program of foreign films. Several interesting films available are explained. This has been a most successful undertaking, and other schools may be interested in just such a project.
163. Carrino, Frank G. and Skidmore, Willard E.: "Every Foreign Language Classroom Should be a Laboratory!" *C*, V (Winter '53-'54), 24-28. Many schools cannot have a language laboratory for lack of money or room. Our writers believe that mechanical aids to foreign language instruction are most helpful. Consequently they encourage the teacher who has read about these laboratories with little or no hope of attaining one to turn his own classroom into a foreign language laboratory. Many excellent suggestions are given from their own experience.
164. Conwell, Marilyn J.: "The Tape Recorder in Foreign

Language Classes," EO, XXIX (Nov. '54), 23-24. It is the purpose of this paper to show that tape recorders are one of the most valuable teaching aids available to foreign language teachers.

165. de Mandach, André B.: "Conversational Robotapes," MLJ, XXXVIII (Mar. '54), 138-141. Until a few years ago there were no recordings available for dictation, vocabulary assimilation or repetition. The material available was designed for comprehension. According to many teachers of languages, a very promising application of the recording in the language field seems to lie in conversation, especially in "conversation robotapes." There are numerous forms of "Conversation Robotapes" and numerous advantages which are explained for us.

166. "French is Taught by Radio," WJE, 87 (Nov. '54), 25. French is being taught by radio to Wisconsin's grade school pupils through a new program scheduled for the Wisconsin School of the Air series. Conversational French is taught to children in the lower grades. The program is called "We Visit Mimi."

167. Girard, David P.; Borglum, George; Locke, W. N.; Dostert, L. E.: "Teaching Aids: Problems and Possibilities," FR, XXVII (May '54), 406-427. Daniel Girard explains the values of realia in teaching foreign languages. George Borglum discusses films, filmstrips and pictures as language-teaching aids. He discusses three aspects of this field. W. N. Locke believes that the science of speech sounds and phonetics is going through a rapid evolution. L. E. Dostert discusses the use of audio aids, especially the use of tape instruments, in language teaching.

168. Hansen, Carl F.: "Washington Is Sold on TV Teaching," SE, 73 (June '54), 50-53. All teachers of foreign languages will profit from the account given here of TV language lessons which are the core of the learning experience. French and Spanish are the two languages used in this experiment.

169. Harvard, Joseph: "Teaching Languages with Films," MLL, XXXV (Sept. '54), 103-105. The writer's experience in teaching languages with films has been confined to adult evening classes. The use of films is justified if it helps students understand the spoken language and speak it. The film extends the scope of direct presentation by utilizing the possibilities of the motion camera, and it can be more than an occasional aid to teaching.

170. Harvey, Howard G.: "From Language Laboratory to Television Studio," MLJ, XXXVIII (Oct. '54), 282-289. Using his experience with the French laboratory as a guide, the writer has written scripts for a thirteen-week series of broadcasts entitled "French for Travel." Each script contains a basic dialogue, a comic skit, and a continuity of introductions, comments and instructions for the program over WHAM-TV. The method used in the laboratory in handling these is outlined for us.

171. Langford, Walter M.: "Foreign Feature Films for Catholic Schools," CSJ, 54 (May '54), 151-153. The writer considers the feature-length foreign film for utilization in the curricula of Catholic schools and colleges, and others will find this of great value. The list includes films for educational use in French, German, Italian, Russian, and Spanish.

172. "Learn Foreign Words Faster with Pictures," SNL, 66 (Oct. '54), 249. In experimenting with teaching Russian nouns to several hundred airmen by the picture method, research reports that the picture method is a rapid way to learn a language. A student can learn a foreign vocabulary quickly if he learns words paired with the picture of the object.

173. Locke, W. N.: "Return to Providence—A Rejoinder," FR, XXVIII (Dec. '54), 179-184. This is a reply to Mrs. Pleasant's article in which the writer explains and defends a brief demonstration made by Professor Twaddell and by himself. They had no idea that their demonstration of a possible method for teaching intonation by a combination of audio and visual aids was to become the subject for a learned refutation.

174. O'Toole, Robert: "Teaching Films behind Bars," ES, 33 (Feb. '54), 56. Motion pictures are being put to good use in all kinds of educational institutions—the prison, too. Let us visualize this classroom. The subject being taught is French. Teaching was kept alive in this classroom by the teacher who used the direct method and many films.

175. Pleasants, Jeanne V.: "Return from Providence: Reflections on French Intonation," FR, XXVIII (Dec. '54), 171-178. These are ideas that the writer, as a phonetician would have liked to have made had time permitted at the Northeast Conference on the Teaching of Foreign Languages. The ideas have to do with the "use of a filmstrip and two tape recordings" exemplifying "French intonation and accent."

176. Randall, Earle S. and Schmidt, S. Edgar: "Polyglot Workshop . . . Language Teachers Re-Tool for A-V," MLJ, XXXVIII (Feb. '54), 85-86. This article describes an annual summer workshop held in Purdue's Language Laboratory to demonstrate A-V teaching techniques to language teachers. The plan of the workshop is to present as wide a range of devices and applications as possible and to give the participants much opportunity for practice.

177. Randall, Earle S. and Schmidt, S. Edgar: "Language Teachers Retool for A-V," ES, 33 (Feb. '54), 54-55.

178. Raymond, Joseph: "Teaching Foreign Language on Television," MLJ, XXXVIII (May '54), 227-230. Teaching foreign languages on television is becoming very popular, and various problems must be solved and questions answered concerning procedures. The notes given here have grown out of these questions and are set forth as the way some problems were resolved in conducting "Spanish is Fun," WFIL-TV, Philadelphia.

179. Robbins, Samuel P.: "The Second Communications Revolution," HP, XXXVI (Jan. '54), 5-12. We must recognize this second communications revolution which involves television, radio, film, all audio-visual media. They promote a more tightly knit world than ever before. Audio-visual media of instruction made it possible to educate for citizenship in the world community. We must evaluate the strengths of audio-visual communication, and the application of these results to a methodology that will show when to use a textbook or a tape recording or a TV broadcast.

180. Roberts, Wm.: "The Use of 2×2 Slides in Advanced Undergraduate French Classes," MLJ, XXXVIII (Oct. '54), 295-298. Slides and other audio-visual aids are an accepted part of the program for beginning language classes in college. For the limited budget 2×2 slides are very practical. They may be included alternately in a program with 3½×4 slides, with records or tape, with an opaque projector, or in conjunction with films as Professor George Borglum, Wayne University, has done.

181. Rust, Zell O.: "The Language Laboratory in Southern California," MLF, XXXIX (June '54), 25-39. This is a report of a study of the status of the language laboratory in Southern California so that all school personnel in that area would be informed of recent trends in the use of audio-visual techniques in the teaching of foreign languages. Three types of installations are discussed. The report includes a discussion of methods of preparing records, techniques for using recorded material, and a tentative evaluation of the language laboratory.

182. Sánchez, José: "Audio-Visual Aids," MLJ, XXXVIII (Jan. '54), 26-27. New films and records for language classes are explained. Reprinted with permission from Motion Picture Notes, Vol. I, No. 2, is an article on audio-visual materials by Thomas J. Brandon.

183. Sánchez, José: "Audio-Visual Aids," MLJ, XXXVIII

(Feb. '54), 104-105. New filmstrips, films, kodachromes are listed and explained, also the machine called linguaerecordograph for use in modern foreign language classes.

184. Sánchez, José: "Audio-Visual Aids," *MLJ*, XXXVIII (Mar. '54), 151-152. New films, filmstrips and records for use in our language classes are listed and explained.
185. Sánchez, José: "Audio-Visual Aids," *MLJ*, XXXVIII (Apr. '54), 206-207. New films, filmstrips and records for use in language classes are listed and explained.
186. Sánchez, José: "Audio-Visual Aids," *MLJ*, XXXVIII (May '54), 253-254. New films, filmstrips, records, and realia for use in our foreign language classes are listed and explained.
187. Sánchez, José: "Audio-Visual Aids," *MLJ*, XXXVIII (Oct. '54), 319-320. Films, records, and a new FADC catalogue of interest to teachers of foreign languages are listed and explained.
188. Sánchez, José: "Audio-Visual Aids," *MLJ*, XXXVIII (Nov. '54), 378-379. New films, tapes, filmstrips, and records for teachers of various foreign languages are listed and explained.

IX. GENERAL LANGUAGE, AUXILIARY LANGUAGE. See also: 109-155.

X. GRAMMAR, COMPOSITION, SYNTAX (22). See also: 77-92, 109-155.

192. Bolinger, Dwight L.: "Articles in Old Familiar Places," *H*, XXXVII (Mar. '54), 79-82. "One of the coincidences between English and Spanish is the dropping of the definite article before certain place nouns." The writer quotes some rules from various textbooks, comments on these rules, and then summarizes by giving three rules for dropping the definite article.
193. Bolinger, Dwight L.: "English Prosodic Stress and Spanish Sentence Order," *H*, XXXVII (May '54), 152-156. When instances of English stress and Spanish sentence order have multiplied their exceptions to the extent that any mechanical rule is of no use except to help students make a guess, then we must look for a functional explanation. Professor Bolinger limits this explanation to that of subject and predicate for which many English and Spanish examples are given.
194. Bolinger, Dwight L.: "Further Comment on *Haber*," *H*, XXXVII (Sept. '54), 334-335. The writer discusses Mr. Utley's and Mr. Bull's comments on *haber* and *estar* in their recent articles published in *Hispania*. He then adds further explanation regarding these two verbs.
195. Bull, Wm. E.: "Spanish Adjective Position: The Theory of Valence Classes," *H*, XXXVII (Mar. '54), 32-38. The hypothesis that all words belong to definite and describable valence classes adds a new dimension to linguistic analysis, and some definition of the concept is given. The remaining remarks are restricted to the definition of two of the major valence classes of descriptive adjectives and to some conclusions derived from this classification.
196. Davis, J. Cary: "De lo(s) que creía," *H*, XXXVII (Mar. '54), 82. This article is an explanation of the use of "than" in Spanish with some examples to illustrate.
197. Davis, J. Cary: "Rhythmic Stress in Spanish," *H*, XXXVII (Dec. '54), 460-465. Tonic stress is the basic factor in Spanish word order. The stress concept applies to two basic types of word order: (1) that of the adjective and its noun, (2) sentence groups. These are carefully explained, and many examples are given.
198. Gross, Stuart M.: "*Pensar* and *Creer*," *H*, XXXVII (May '54), 224-225. For some time the writer has been making notes and questioning Spanish-speaking natives, and he is convinced that *pensar* has been used almost interchangeably with *creer* to indicate belief, especially when followed by a noun clause. A few quotations from the 19th and 20th centuries are presented to indicate that *pensar* expresses belief.
199. Hall, G. L. and St. Clair—Sobell, J.: "Animate Gender in Slavonic and Romance Languages," *LN*, IV (Oct. '54), 194-206. It is the purpose of this paper to refer to some of the main instances in which case discreteness determined by the various types of gender and sub-gender is marked in the Slavonic languages and to try to make a comparison with some similar manifestations of the same process in the Romance languages. Many examples are given especially in French.
200. Halsall, E.: "French Pronoun Objects," *MLL*, XXXV (Mar. '54), 56-57. Two methods are in common use in teaching the order of pronoun objects, but neither of them is very satisfactory for reasons given. The writer has abandoned these in his teaching and explains his own method and its advantages.
201. Harris, Zellig S.: "Transfer Grammar," *IJAL*, XX (Oct. '54), 259-270. The difference between languages is the problem treated here. The method outlined helps us to measure the difference in grammatical structure and to establish the minimum difference. The method is relevant to a system of translation. It may also be relevant for the learning or the teaching of foreign languages. The writer discusses sounds paired phonetically, and words and sentences paired by translation.
202. Leal, Mary and Otis: "Noun Possession in Villa Alta Zapotec," *IJAL*, XX (July '54), 215-216. Possession is shown in one of two ways in the dialect of Zapoteco as spoken in Yatzachi el Bajo, Oaxaca, Mexico, which is explained in this paper, as is the classification of nouns into three groups.
203. Malkiel, Yakov: "Old Spanish 'maznar' 'to knead' and the Progeny of Latin 'macerare,'" *MLR*, LXIX (July '54), 322-330. No agreement has been reached on the problem of the origin of the Old Spanish *maznar* and the author of this article does not propose an entirely original explanation. He does, however, aim at gathering from a variety of sources, sufficient bits of evidence in favor of one of the existing hypotheses to eliminate the rival assumptions.
204. Maloney, Joan: "Mastering Verb Forms," *C*, V (Winter '53-'54), 10. Mastering the many verb forms and their changes presents no problem at all when the successful little rhyme explained here is used.
205. Pollard, C. V.: "Infinitives of Weak Verbs—A Reply," *GQ*, XXVII (May '54), 178-179. Professor Pollard insists that Mr. Woods misunderstands and misinterprets the use of various terms in the article on weak verbs in German, and Professor Pollard con-

tends that he has not violated any good rules of pedagogy in passing on to teachers of German rules that are sound and clear.

206. Sacks, Norman P.: "English Historical Grammar and the Teaching of French," *FR*, XXVIII (Oct. '54), 57-61. The teacher of French, having a knowledge of the history of the English language, will vitalize his teaching and will enrich his students' knowledge of both French and English by pointing out the indebtedness of English to French, as far as the vocabulary is concerned, and by pointing out grammatical parallels, some of which may be attributed to French influence.

207. Sacks, Norman P.: "Aquef, Acá, Allí, and Allá," *H*, XXXVII (Sept. '54), 263-266. The writer made a study of fifteen works by modern Spanish authors, about evenly divided between novels and plays, as a basis for a new examination of the problem. Complete texts were used, and the number of pages amounted to 2919. Nine conclusions regarding the adverbs in -*a* and -*d* are drawn from this study.

208. Schnerr, Walter J.: "The Three Verbs of Location in Brazilian Portuguese," *H*, XXXVIII (Dec. '54), 417-424. This article is concerned with a survey of the situation in modern Brazilian Portuguese of three verbs: *estar*, *ficar*, *ser*, as it is revealed by literary sources, mainly contemporary, but representing the nineteenth century too. Comparison with Portuguese usage is made in a general way. Many examples with explanations are given of these verbs in their locative functions, and conclusions are drawn.

209. Schnerr, Walter J.: "The Progressive Tenses in Brazilian Portuguese," *HR*, XXII (Oct. '54), 282-305. This article is an attempt to determine certain facts and tendencies about the periphrastic or "progressive" tenses. The study is based on a tabulation of every occurrence in a limited but representative group of texts. The specific matters to be studied are: the relation of the participial formation to that with the infinitive; the distribution of auxiliaries; the significance and general behavior of each of the auxiliaries.

210. Seward, Robert D.: "Preterite and Imperfect," *H*, XXXVII (Mar. '54), 82-83. Many examples in both English and Spanish are given to illustrate these two past tenses. The writer asks for information in regard to grammar books which state that the preterite often indicates a past beginning.

211. Torrens, R. W.: "Common Errors in Written French," *CMLR*, X (Summer '54), 12-13. Many of these errors are classed as "careless" errors such as agreement of verb with subject and adjective with noun or pronoun, use of a prepositional phrase in place of the indirect pronoun object of the verb, incorrect order before the verb of one or more pronoun objects etc. Many examples are given and suggestions made for teaching the above-mentioned.

212. Utley, John H.: "Haber and Estar," *H*, XXXVII (May '54), 225. An examination of the uses of these two verbs shows that a clear distinction does exist. Examples are given to show the definiteness or indefiniteness of the person or thing.

213. Woods, Frank L.: "The Weak Verb—How to Recognize It in the Infinitive," *GQ*, XXVII (May '54), 175-177. The writer points out some discrepancies in Professor Pollard's system as described in an article about the weak verb in German in the November 1953 issue of *The German Quarterly*.

XI. INTERNATIONAL RELATIONS, EUROPEAN RELATIONS, LATIN-AMERICAN RELATIONS, PUBLIC RELATIONS, THE WAR, THE POSTWAR (19). See also: 109-155, 241-277.

214. Andersson, Theodore: "Language Teachers and International Understanding," *MLJ*, XXXVIII (Feb. '54), 61-65. Dr. Andersson summarizes briefly some of the most important findings of the UNESCO-sponsored Seminar held in Ceylon last summer under his able direction. Nine important steps explained here challenge each and all as teachers of foreign languages to advance international understanding.

215. Bishop, Dorothy M.: "Breaking the Language Barrier," *PDK*, XXXV (May '54), 315-317, et seq. For some time the difficulty of communication among men of different nations has been a hindrance to international understanding. Science has produced two very important developments which are aimed at reducing the language barrier. These are explained.

216. Brickman, Wm. W.: "A Course in International Education," *JTE*, V. (June '54), 141-144. In 1948 Professor Brickman organized a graduate course in international educational and cultural cooperation which is carefully explained, for other universities might be tempted to organize one.

217. Carleton, Wm. G.: "Wanted: Wiser Teachers of International Relations," *JHE*, XXV (Jan. '54), 1-6. Many remedies are suggested for our courses in international relations which are not sufficiently intellectual. The movement toward strengthening foreign languages in our schools, beginning their teaching down in the grades, will give us more students with language proficiencies.

218. Caswell, Hollis L.: "The Fundamentals Today," *NEAJ*, 43 (Sept. '54), 338-340. An area to which recent years have brought tremendous change is our international role. We need greatly to be able to understand foreign people and cultures. We must re-study the curriculum to see how our schools can help in developing understandings and skills, how to achieve awareness of world interrelationships.

219. Cormack, Margaret: "Educating for One World," *PE*, 31 (Mar. '54), 152-154, et seq. The writer gives us a more clear and persuasive presentation of the case for a developmental approach to securing in learners tendencies toward the acceptance of foreign groups and cultures on basis of genuine international understanding. The implications for education are clear.

220. Eisenhower, Milton S.: "Education for International Understanding," *ER*, 35 (Oct. '54), 243-249. To pursue successfully her role as international leader, the United States needs minds that are broad, trained in critical thinking, tolerant in judgment to solve problems caused by modern interdependence. As for skills of communication, the writer declares that an exceptionally low level of proficiency in the use of foreign languages is a handicap to us in international affairs.

221. Engarth, Annette H.: "When Are Foreign Languages Necessary?" *HSJ*, XXXVII (Jan. '54), 119-122. Now, as never before, modern foreign languages are necessary. Bridges of international understanding can be built through acquaintance with and appreciation of the culture of other people. Our writer reviews some contributions that foreign language study makes in a program of general education. The aural-oral aspect is the one emphasized today.

222. "Friends across the Border," *TO*, 38 (Aug. '54), 13, 25, et seq. Children are the same the world over, and teachers are drawn together by common interests. The teachers from the Alamo City and Mexico take positive action toward creating international good will and understanding by exchanging ideas on common problems.

223. Gariss, Philip and Ott, Helen: "The American-German Teacher Exchange," *GQ*, XXVII (Mar. '54), 104-109. The authors of this article requested all the American participants to submit pertinent informa-

tion in order to present as true a picture of exchange teaching as possible.

224. Goggio, Emilio: "One Hundred Years of Italian and Spanish Studies at the University of Toronto," *MLJ*, XXXVIII (Mar. '54), 129-132. The first one hundred years of teaching languages in the University of Toronto have been very fruitful. Some years ago the administration decided it was necessary to pay more attention to the spoken languages. Thousands of graduates have gone out in the world better trained and equipped for leadership because of their knowledge and understanding of the culture and civilization of other countries.

225. Jaffe, Dorothea: "Teaching the Migrant Child," *NS*, 54 (Nov. '54), 45-48. The writer explains the problems to be met, the agencies to offer help, and some recommendations to further the work of educating these migrant children as American-born citizens.

226. Laird, Charlton: "Language—Not Entirely Confounded," *PDK*, XXXV (May '54), 321-323, et seq. Languages can be barriers to international understanding, but they can also serve as challenges to learning. All languages share a common ancestry. There should survive, in modern speech, remnants of this primordial unity, along with evidences of descent and family in language, linguistic bonds which are useful and usable, not cluttered and obscured. For world communication our best avenues in the foreseeable future are provided by great living languages like English, French, German, and Spanish which are widely spoken.

227. Mc Caughan, J. and Robbins, Ed. T.: "Formula for Freedom," *TO*, 38 (June '54), 5-7. Public education has a direct responsibility to develop good citizenship and to point out our American way of life. The children in many grade levels participate and in many classes. The Spanish department made a most excellent contribution. The program has proved to be most effective.

228. Schmoker, John B.: "Our Unofficial Ambassadors," *PDK*, XXXV (May '54), 312-314. Exchange of human resources is the core of an international program. Many Americans go abroad, and many students from other lands come to the United States for definite educational objectives. Each must be made to feel that he is a member and not a number. Through these ambassadors people understand each other.

229. "The International Seminar on the Teaching of Modern Languages," *FED*, 19 (Oct.-Dec. '54), 130-131. The purpose of this article is to explain the work of the International Seminar on the Teaching of Foreign Languages towards Education for Living in a World Community.

230. Yeaman, Jack: "Building International Friendship," *TO*, 38 (Apr. '54), 24-25. Lasting international friendships are cemented through school children. The story of these border schools building international friendship is most interesting. This friendship is a matter of practical concern on the Texas-Mexico border where mutual interests are shared through an annual celebration.

231. Young, Beatrice: "Portland's Part in Student Exchange," *H*, XXXVII (May '54), 217-218. This is an interesting account of the unique exchange of secondary-school students of Mexico and of the United States. Such thrills! The students are most enthusiastic about this venture and treasure the friendships made.

232. WEA International Relations Committee: "International Relations Committee States Plans," *WJE*, 87 (Nov. '54), 9. The members of the Wisconsin International Relations Committee have continued to interest themselves in making better schools for today's youth. A summary of aims, objectives, and recommendations is given. The members are doing much for the foreign language program in the elementary grades.

XII. LESSON PLANNING (4). See also: 109-155, 241-277, 278-289

233. Comas, Juan: "Making Mexico One," *A*, 6 (Mar. '54), 19-21, et seq. Language may be used as a basis in the case of people who speak only one tongue. It falls down, however, in the case of bilingual groups and of Indians no longer speaking their native language, but who have kept many other features of their ancestral culture. Public Education specialists have worked out a plan for teaching monolingual Indians to read and write their own language as a preliminary step to learning Spanish.

234. Freedman, Rita N. and Carone, Emanuel: "A Guide for Teachers of Orientation Classes for Non-English-Speaking Pupils," *HP*, XXXVI (Jan. '54), 54-61. The purpose of this brief description is to present in pocket edition form necessary background material for non-English-speaking pupils, as well as to indicate the content and methodology to be employed in connection with the orientation phase of the program.

235. "MLA Foreign Language Program," *MLJ*, XXXVIII (Dec. '54), 424-425. This article on The Cooperative Language Center of the University of Washington was written by Professor Lurline V. Simpson, Director of the Center. It contains many constructive ideas that will be most helpful to all teachers of modern foreign languages.

236. White, Emilie M. and Mc Duffie, Clyde C.: "Guides for the Teaching of Foreign Languages in the Elementary Schools of the District of Columbia," *MLJ*, XXXVIII (Apr. '54), 205. Because there have been numerous requests for copies of the manuals prepared by the Department of Foreign Languages of the Public Schools of the District of Columbia for the teaching of foreign languages in the elementary schools, some facts are stated here for the information of those who later will receive these materials.

XIII. MISCELLANEOUS, LEGISLATION (4). See also: 37-76.

237. Jordon, Howard S.: "The Organization of the Foreign Language Program at the State Level," *MLJ*, XXVIII (Dec. '54), 403-404. Have we scattered our efforts into a wide variety of organizations never designed to meet some of our current needs? The division into professional groups devoted to a particular language naturally tends to divide strength and to prevent all of us from achieving a united front to support our common program.

238. Lichtenstein, Julius: "Italian for Music Students at Macalester College," *I*, XXXI (Mar. '54), 40-44. In the fall of 1950 Macalester started a project of "Music Linguistics," a sequence of courses in Italian, French, and German especially adapted to the needs and interests of students who plan to major in music. These new courses are functional.

239. Menton, Seymour: "Mexican Baseball Terminology: An Example of Linguistic Growth," *H*, XXXVII (Dec. '54), 478-481. This study is limited to Mexican baseball terminology, and it is based on a baseball dictionary that the writer compiled from Mexico City's three leading daily newspapers. The growth of

the Spanish baseball vocabulary is being achieved in three different ways which are explained.

240. Zack, Doris-Jeanne: "Teaching the Adult a Foreign Language," *FR*, XXVII (May '54), 467-471. Many

interesting problems in pedagogy are explained by the writer who has had eight years' experience in adult education. The conclusions given after the brief survey are most gratifying.

XIV. MODERN LANGUAGE STUDY (37). See also: 1-10, 37-76, 109-155, 278-289, 307-314.

241. Avila, Lillian E. and Stewart, Alice R.: "French in Maine," *FR*, XXVII (May '54), 460-466. This is a three-part symposium explaining "French in Maine." One aim of the program was the enlightenment as to the local French past. A second was the case of those students who use French extensively at home, in school and in community life. A third was the case, in institutions of higher learning, of students of French who have a rather special experience in the classroom.

242. Babcock, Edna E.: "Presidential Address," *H*, XXXVIII (Mar. '54), 13-16. Miss Babcock gives a very good explanation of the position of teachers of foreign language today and of some of the activities that the AATSP has undertaken. She also discusses the shifting of emphasis in the teaching of modern foreign languages from the reading approach to the oral use of the language, as well as the part that our Association plays in the MLA Foreign Language Program in striving to increase the study of Spanish and Portuguese in our schools at all levels.

243. Baker, Lambert W.: "She Teaches Overtime," *CLAJ*, 50 (Jan. '54), 12. Mrs. Vera E. Jarvie, a first grade teacher in the Carlsbad Union School District, Carlsbad, is meeting a need in her community which concerns the large group of Spanish-speaking parents who do not know the English language. Her idea concerning a Spanish Mothers' Club is now a much-appreciated reality in the community of Carlsbad. The results are outstanding.

244. Count, Earl W.: "Linguistics in the Liberal-Arts Curriculum," *JHE*, XXV (Mar. '54), 129-134. Here are remarks made by an anthropologist to whom language is a sociocultural phenomenon, and explanations of the American attitude toward learning other languages. Four theses are submitted to strengthen the writer's conviction that linguistics can help make America foreign language conscious.

245. del Toro, Julio: "MLA Foreign Language Program," *MLJ*, XXXVIII (Oct. '54), 317-318. Editor del Toro has included some of the important activities of the MLA Foreign Language Program and other items of interest to all teachers of foreign languages.

246. Department of Foreign Languages of the University of Connecticut: "Keep Your Spanish Alive and Growing," *H*, XXXVII (May '54), 218-220. Of all the languages taught in the United States, Spanish offers the student unlimited opportunities for the continued use and development in postgraduate years. Many suggestions are made to help interested students of Spanish continue to develop their ability to read, write, and speak the language, and thereby to increase their knowledge of the Hispanic world.

247. Dunkel, Harold B. and Harlow, James G.: "Educational News and Editorial Comment," *SR*, LXII (Mar. '54), 138-139. Of special interest to teachers of modern foreign languages in this section "Foreign-Language Teaching" which names and explains three article by outstanding language leaders of today. The content of the three impressed the writer as being of special value.

248. Farkas, Zoltan J.: "German in the Junior College," *GQ*, XXVII (Jan. '54), 25-30. The writer discusses some of the problems encountered as a teacher on the junior college level. One special problem is to organize the basic first-year course in order to anticipate all future needs at the university. The use of a questionnaire, tape recorder, the German Club, German grammars and readers are carefully explained.

249. Gerber, Helmut E.: "The Foreign Languages: For Utility or Culture?" *SS*, 79 (May 1, '54), 135-138. A few observations based on objective data regarding the "renaissance-of-foreign-languages on-stage" are presented, as well as a thorough discussion about the usefulness of foreign language skills and about advanced degree requirements. Our writer advocates the foreign-language requirement throughout our school system.

250. Gougenheim, Georges: "Le Français Élémentaire," *FR*, XXVII (Jan. '54), 217-220. The purpose of the creation of elementary French has been to hasten the diffusion of the French language among various groups of l'Union française. The English have done the same for a wide expansion of their language and by simplifying its grammar commonly known as "Basic English." Arguments for and against this simplification are given.

251. Graves, Mortimer: "The Humanities for the Next Decades," *KFLQ*, I (Number I '54), 6-18. The purpose of this paper is to make clear to us that in America the humanities have a decisive contribution to make towards solving those problems between us and the type of world of peace which we desire. In order to play their effective part the humanities must complete the transformation which they have begun.

252. Gummere, John H.: "The Importance of Foreign Languages," *EO*, XXIX (Nov. '54), 1-5. The revival of interest in foreign-language instruction in our schools makes timely a consideration of its place in the curriculum and its importance in today's world. We have before us the unusual opportunity to promote the profitable study of foreign languages, the means to make them stimulating, the need for them in communications.

253. Harris, Julian; Martinet, André; Palfrey, Thomas R.; Johnson, Laura B.; Monod-Cassidy, Hélène; "Concepts of Language and Their Relation to the Teaching of Foreign Languages," *FR*, XXVII (April '54), 360-373. This is a panel discussion in which Julian Harris discusses the desirability to revert to and intensify the campaign to improve the teaching of French in this country especially at the elementary school level. André Martinet reviews three possible ways, characteristic of contemporary trends, to approach language as an academic subject. Thomas R. Palfrey gives sound advice to language teachers that will help us regain for the modern foreign languages the place in the curriculum that they deserve. Laura B. Johnson, discussing foreign languages on the secondary school level, expresses the belief that we must plan terminal courses which have value in themselves. Hélène Monod-Cassidy explains how languages can be introduced very unpretentiously in the elementary school program and will form an integral part of it.

254. Hudon, Louis J.: "Humanities, Language and Contemporary Foreign Literature," *FR*, XXVII (Jan. '54), 211-216. Language study develops in the student mental acuity and attitudes of mind that are prerequisite and essential to the success of "humanities" courses. The awakening which was that of the Renaissance through the discovery of the ancient world can be a recurrent phenomenon for people through the discovery of foreign literatures in foreign languages.

255. Julier, E. C.: "Modern Languages in the Sixth Form," *MLL*, XXXV (Mar. '54), 50-51. Foreign studies offer one of the richest media for education because of the wide range of faculties the various branches

exercise. The over-all aim of foreign language study is the assimilation of a foreign culture. Some problems in the study of foreign languages and literatures are explained, as are some conditions for good Sixth Form work.

256. Julier, E. C.: "Sixth Form Method," *MLL*, XXXV (Sept. '54), 99-102. The problem set by the new type of sixth form is that of retaining the pre-university atmosphere, the tutor-student relationship, a scholarliness suited to the ablest and the weakest. A few suggestions from the writer's present practice will be of great help to all teachers of foreign languages.

257. Kaulfers, Walter V.: "Gift of Tongues or Tower of Babel?" *EF*, XIX (Nov. '54), 75-83. Our writer reviews the many ways in which we are witnessing a revival of language study at all levels in our schools and in industry. Today the gift of tongues is important. "For the present and oncoming generation the gift of tongues is the only practical alternative to a Tower of Babel." The encouragement and promotion of foreign language study at all levels is the responsibility of everyone.

258. Kessler, Louis M.: "Spanish as a Hobby," *H*, XXXVII (Sept. '54), 326-327. Mr. Kessler is an important executive in the field of accounting, Alexander Grant and Company, Chicago. Most gratifying is his account in which he gives his reasons for studying and enjoying Spanish.

259. Kurz, Harry: "Stephen H. Bush's 'Essays' on French Teaching and Letters," *MLJ*, XXXVIII (Jan. '54), 7-11. Here are glimpses into the interesting mind of Stephen H. Bush. The writer took the liberty of placing a title before each selection indicating the nature of the topic discussed. Of special interest are two: "The Place of French in the Curriculum," and "A Chairman's Point of View on Handling Different Methods."

260. Kwapil, Helen M.: "The Seattle Program," *PFPN-CFLT*, (Apr. '54), 36-39. Miss Kwapil explains the foreign language program below the senior high school level started in 1946 in the Seattle Public Schools. Nothing needs to be dropped from the grade school curriculum to make room when the foreign language is taught by the classroom teacher. Seattle has experimented some with language lessons on television.

261. "MLA Foreign Language Program," *MLJ*, XXXVIII (Feb. '54), 89-92. Mr. T. Earle Hamilton (Texas Technological College, Lubbock) provides us with an account of "The Texas Plan to Encourage the Study of FL's." This Plan has been most successful, and we will profit from reading each section of this article.

262. Morris, Van C.: "Languages in the American School," *EF*, XVIII (Jan. '54), 155-163. The writer pleads the cause of foreign languages in the school curricula today. What is needed is an attempt to review and to incorporate into our thinking the evidence gathered with respect to the value of foreign language study in the educational life of the youth of America. Many important reasons advanced to justify the teaching of foreign languages in our schools are listed and explained.

263. Oswald, Frances: "Languages for Life," *FR*, XXVII (Jan. '54), 221-224. We teachers of languages can and must emphasize the cultural aspects of our subject which will help students in the fields of citizenship, family life, and moral living. We must offer the joys of self-expression in a foreign tongue, and we must stress language as a means of communication. Let us revise our syllabi.

264. Pacini, Josephine M.: "A Foreign Language for the Slow Learner," *HP*, XXXVI (Dec. '54), 57-63. The study of languages provides exceptional opportunities for the slow learner provided we adapt the curriculum to the class and the individual needs of the children. Our writer reviews the fields of activities that we can pursue, bearing in mind the four-fold areas of language teaching.

265. "Professional Notes," *MLF*, XXXIX (Dec. '54), 132-133. Many opinions regarding modern foreign language work at all levels in our schools are given by prominent language leaders in our country. All will be of interest to teachers of foreign languages.

266. Robinove, Muriel N.: "The Bridge," *MLJ*, XXXVIII (May '54), 231-235. Mrs. Robinove points out a few bridges, which as she reminds us, are not new bridges in the teaching of foreign languages. The primary purpose of this paper is not a discussion of French methods and techniques, but they are so closely associated with the French content of our courses that they are not omitted here where some examples given help clarify the explanation.

267. Rühl, Herbert W.: "Teaching German at an American High School," *AGR*, XX (Feb.-Mar. '54), 28-30. The writer, one of a group of fifteen German high school teachers attending a study program at the University of Illinois, seeks an answer to the question regarding the neglect of language study in the United States. He discusses the urgent need for languages, methods, materials used, etc., in the teaching of languages, especially for German.

268. Scanio, Vincent A.: "Observations on the Study of Italian by Eighteenth-Century French Travelers," *I*, XXXI (Sept. '54), 171-178. The French travelers included in their accounts reflections on foreign language study the advisability of learning the language of the country one is planning to visit, the methods to be employed in learning this foreign language, the vexatious incidents resulting from an imperfect or non-existent knowledge of the language, and the benefits to be derived from a knowledge of Italian or any foreign language.

269. Shuster, George N.: "Foreign Language Teaching and International Conciliation," *PMLA*, LXIX (Apr. '54), 3-8. Our task is to give as many young people as possible, through language study, using various methods, that widening and deepening experience which has always been the treasure of humanistic studies. An excellent summary of much data in regard to foreign language teaching is reviewed for us.

270. "The College Teacher of English and Foreign Language Study," *PMLA*, LXIX (Sept. '54), 22-25. The Commission on Trends in Education is supporting the Foreign Language Program of the Modern Language Association in the study of its linguistic inadequacies and its attempt to remedy them. Teachers of English are urged to consider how best to develop themselves and in their students a proficiency in foreign languages and an understanding of foreign cultures in order to enrich their studies.

271. Van Eerde, John: "Language Teaching in the Soviet Union," *MLJ*, XXXVIII (Dec. '54), 400-402. While visiting in Moscow, the writer had the good fortune to have an interview with the head of the Division of Research of the Pedagogical Institute in Moscow. She was very helpful in giving a picture of the teaching of languages in the Soviet Union to the pupils who begin the study of a foreign language at the age of twelve and to students taking post-graduate courses leading to a teaching career.

272. Walsh, Donald D.: "The MLA Foreign Language Program," *H*, XXXVII (May '54), 226-231. Editor Walsh summarizes several important activities of the MLA Foreign Language Program of interest to all teachers of foreign languages.

273. Walsh, Donald D.: "The MLA Foreign Language Program," *H*, XXXVII (Sept. '54), 341-348. Editor Walsh summarizes several important activities of the MLA Foreign Language Program of interest to all teachers of foreign languages.

274. Walsh, Donald D.: "The MLA Foreign Language Program," *H*, XXXVII (Dec. '54), 497-500. Editor Walsh summarizes several important activities of the

MLA Foreign Language Program of interest to all foreign language teachers.

275. Withers, A. M.: "English and Its Allies," PJE, 31 (Mar. '54), 288-291. Our country has been handicapped by our inability to scale language barriers. The writer brings out the great value of the study of the foreign languages.

276. Woolsey, A. Wallace: "New Horizons and a Greater Challenge," H, XXXVII (Mar. '54), 57-61. Professor Woolsey calls for thorough teaching of true essentials. The role of the United States in present world affairs means that language study takes on new importance.

New horizons mean new challenges, explained here, which are to be met. If our methods are to function and to show the true progress of the student, the testing must be made to fit the type of teaching.

277. Zwart, Martin: "Those Terrible Foreign Languages," MLJ, XXXVIII (Nov. '54), 366-368. The foreign languages are not terrible; on the contrary, the study of languages is both useful and interesting as our writer proves to us. In our shrinking world it is imperative that we become better human beings by having a thorough knowledge of the culture of other nations.

XV. MOTIVATION, STIMULATION (11). See also: 109-155, 233-236, 241-277, 307-314.

278. Dirksmeier, Anne M. and Archibald, Frances K.: "Planning in October for a Fiesta in May," H, XXXVII (Sept. '54), 328-329. After a summer in Mexico the writers of this article made plans for an all-school fiesta which took place on May 5. The purpose was to bring about an understanding of Mexico and her culture. The work of each department is carefully explained. In every way this project was successful.

279. Graham, Grace: "Learning from Foreign Students," SE, XVII (May '54), 218. Foreign students attending American schools offer firsthand information and opinions. They arouse unusual interest and stimulate many questions from pupils. Several suggestions to guide teachers to benefit from this type of classroom experience are given.

280. Jaekel, Hilde: "Cultural Background for Beginning Language Courses," JCJ, XXV (Nov. '54), 145-147. The language courses in Junior colleges need increased stimulation. The wealth of learning material should be reduced to give more time for slow assimilation without pressure and haste. It is hoped that greater interest and understanding of foreign nations through the study of the culture of other peoples will create a real desire to learn the language.

281. King, Gladys: "Tips to Teachers," H, XXXVII (Mar. '54), 93-98. In this section conducted by Miss King, teachers of Spanish will find many interesting and helpful hints to stimulate the class work.

282. King, Gladys: "Tips to Teachers," H, XXXVII (Sept. '54), 348-349. In this section teachers of Spanish will find many helpful hints to make their class work more interesting.

283. Lapayower, Pearl, "Vitalizing the Teaching of Spanish," HP, XXXVI (Sept. '54), 68-71. Learning Spanish or any modern foreign language can be fun. These ninth-grade Spanish students plan and enjoy a fiesta. The children's summation of what they learned and will always remember best evaluates this activity.

284. Lassiter, Berta C.: "Piñatas Are Fun at Any Time," TO, 38 (Nov. '54), 17, et seq. Whatever shape your piñata takes, it always is most interesting to make one and is suitable for various occasions.

285. Roving Reporter: "Second Graders Give Assembly Program in French," NS, 54 (Sept. '54), 12. This different and most instructive assembly program was most entertaining. A group of second grade pupils gave a play in French.

286. Wasley, Ruth E.: "Laugh and Learn in Language!" C, V (Winter '53-'54), 28-31. All alert modern foreign language teachers will welcome these excellent and interesting devices that Dr. Wasley gives and explains to motivate youth in their study of modern foreign languages.

287. Whitehouse, Robert S.: "Inglés Vivo," AACB, XL (Oct. '54), 389-396. Our writer has taught English as a foreign language, and he often found that the students' previous study of English had been bookish rather than alive. He felt it his duty to enliven the learning process as much as possible in the three hours a week assigned to each section. The methods used and results achieved are most gratifying.

288. Wood, Roberta: "A French Assembly Program," FR, XXVII (Feb. '54), 275-279. The French program explained here may be of help to French teachers who are asked to put on a "French Assembly" before the student body. This is a thirty minute program. It was most enthusiastically presented and received at the Dana Hall School, Wellesley, Massachusetts.

XVI. PSYCHOLOGY OF LEARNING, TECHNIQUES OF INSTRUCTION (8).

See also: 109-155, 241-277.

289. Friedl, Berthold C.: "Improved Teaching Techniques in Russian," MLJ, XXXVIII (Oct. '54), 290-294. This paper proposes no formulae for good teaching of Russian, no prototype for good teachers, neither does it make everything of streamlined techniques. The writer has outlined from experience, not entirely new ways and means of reducing student mortality. Teachers of all modern foreign languages will profit from the excellent outline and suggestions given as well as teachers of Russian.

290. Hobbs, Nicholas: "Child Development and Language Learning," MLJ, XXXVIII (Apr. '54), 198-203. Better communication among people is imperative if we are to achieve harmony in the world today. No longer should there be handicaps to understanding imposed by language barriers. Our problem today, as Professor Hobbs states and explains, is that of the most effective means of developing skill in a second language.

291. Lemieux, C. P.: "Combating Student Mortality in Russian Classes," MLJ, XXXVIII (Mar. '54), 118-121. In America our problem is one of training as many students as have the capacity to learn. With us a high rate of attrition is an indication that we do not organize our instruction in the most effective manner possible. Suggestions for this are given. There are many factors affecting the success or failure of the student that are apart from his capacity to learn. In the environmental elements we can best diminish the attrition in Russian courses.

292. Levy, Harry L.: "The Study of Language as a Social Science," AACB, XL (Oct. '54), 397-408. A sound grasp of the underlying principles of modern linguistics should be at the base of all teaching of languages. The writer of this article is chiefly concerned, however, with the teaching and learning of languages in the traditional college courses: those in English and in the foreign languages, ancient and modern, which are studied. The aspects of language study in which the concepts of the social sciences are especially fruitful are grouped under three main heads.

293. McQuown, Norman A.: "Language-Learning from an

Anthropological Point of View," *ESJ*, LIV (Mar. '54), 402-408. This article is concerned with certain aspects of speech, of writing, and of their interrelations. Of interest will be the process whereby spoken language is learned and the spoken language arts are taught.

294. Politzer, Robert L.: "The Controlled autodidactic Approach," *H*, XXXVII (May '54), 214-216. The autodidactic approach to elementary-language instruction in the Romance Language Department, Harvard University, was developed in response to three factors explained here. In the essential part of language study which is the learning process, the student is on his own unless a special effort is made to help him in his study. Controlled autodidactics is just such an effort, characterized by three features.

295. Salling, Aage: "The Principle of Simplification," *FR*, XXVIII (Dec. '54), 153-159. As an independent branch of human activity, teaching should have a linguistic theory of its own which the writer calls the "Principle of Simplification." Four points of explanation are given in which is made clear the difference between traditional language teaching and modern language teaching.

296. Sniderman, M.: "Study Habits for Language Students," *CMLR*, X (Spring '54), 18-20. Have you ever stopped to consider that you or your students' study habits may be at fault if interest lags or the work seems too hard? In what follows in this article you are sure to find some suggestions as to improving language-learning habits.

XVII. READING, MATERIALS, METHODS, VALUES (10).

See also: 11-13, 14-36, 109-155, 241-277, 322-329.

297. Bégué, Armand: "Varia," *FR*, XXVII (April '54), 391-395. Excerpts from a radio-talk in Paris are given. These were sent on to the United States by Mrs. Maria Jolas. We are especially interested in the comments on the methods of language instruction as well as elementary school language work.

298. Braun, Frank X.: "German for Research," *GQ*, XXVII (Mar. '54), 116-121. It is our responsibility to make the courses designed to train graduate students in the use of foreign languages for research purposes so meaningful and to give them such realistic direction that there will no longer be scholarly isolationism based on linguistic unpreparedness. With this in mind, the writer presents one method of teaching German for research.

299. Delattre, Pierre: "Lecture et prononciation en Seconde Année de Français," *FR*, XXVII (May '54), 472-474. After the lengthy vacation following the first year of the study of French, students have often forgotten much that is basic in French pronunciation. The writer explains his selection of entirely new words from various types of reading material. The list given here will help other teachers of second year French.

300. Fickert, K. J.: "Who Wants to Speak a Foreign Language?" *GQ*, XXVII (May '54), 159-162. "Is there nothing to be said for the aim of teaching a student how to read a foreign language and how to appreciate what he is reading; is there nothing living in a language but 'How do I get to the railroad station?'"

301. Grew, James H.: "Towards More Efficient Language Instruction," *MLJ*, XXXVIII (Mar. '54), 133-134. The chairman of the committee believed that the recommendations given by many teachers contained so much valuable information that they should be published in this article. There was much unanimity in the groups that the ideal language course should stress the ability to read without recourse to translation along with the development of the aural-oral skills.

302. Honor, Leo L.: "Changing Approaches to Curriculum Development in Supplementary Week-Day Jewish Schools," *JE*, 24 (Spring '54), 12-21. The new courses of study implied more than a change in regard to the place of and attitude towards the Hebrew language. From the standpoint of the efforts to "modernize" the American Jewish supplementary week-day school three stages of experimentation are discernible and are explained.

303. Klinck, G. A.: "Keep the Kettle Boiling!" *CMLR*, X (Winter '54), 6-10. This article has particular reference to the teaching of German. However, the methods and devices that are recommended in the article will be found most useful in the study and teaching of any modern language.

304. Lepke, Arno K.: "Do We Really Meet Our Responsibilities?" *MLJ*, XXXVIII (Jan. '54), 18-22. Three groups of students are named as a result of their language experience. With them have been used various methods and materials including audio-visual aids. There are many positive suggestions as to what our students today need in their language experience in order that they may discharge themselves successfully of the responsibilities of world leadership.

305. Sniderman, M.: "Supplementary Reading," *CMLR*, (Summer '54), 14-15. Why do we have supplementary reading? What are some of the practical problems connected with supplementary reading? The questions are discussed in reference to the three objectives —reading, speaking, and writing.

306. Taillon, Léopold: "Canada's Participation Invited," *CMLR*, XI (Fall '54), 5-6. It was Professor Taillon's good fortune to contact for some months hundreds of European language teachers and linguists. He explains that the methodology of second-language teaching is in the forming overseas as well as here in America. While in Paris at the Linguistic Convention he was called upon to state the place that modern languages hold in Canadian Education which he gives us in this article.

XVIII. REALIA, ACTIVITIES, CIVILIZATION, CLUBS, SOCIALIZATION (7).

See also: 109-155, 241-277, 278-288.

307. Dodd, Dorothy H.: "The Role of Extracurricular Activities in the Teaching of Spanish," *H*, XXXVII (Mar. '54), 54-56. Spanish students in Quincy, Illinois, do enjoy their club activities. Miss Dodd has given us several excellent and practical suggestions, explained here, for making the Spanish club "go."

308. Doyon, Madeliene: "Des Jeux pour le Cercle français," *CMLR*, XI (Fall '54), 16-19. All teachers and students of French will find these games most interesting and useful in their classes.

309. Elder, David: "German Realia," *CMLR*, XI (Fall '54), 24-25. All teachers of German will be much interested in the realia listed here with the addresses and prices of each item given.

310. Holton, James S.: "Portuguese for Spanish Speakers," *H*, XXXVII (Dec. '54), 446-452. An outline is offered in the hope that some Hispanists who are not familiar with Portuguese and Brazilian literature and culture will remedy the situation. This material is presented from the point of view of one who knows Spanish. The outline given here is one of the main points of Grammar, orthography, and word-formation.

311. Parker, J. H.: "Realia-Spanish and Portuguese," *CMLR*, X (Spring '54), 23. Such material as films, guides

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to pronunciation, maps, posters, pamphlets, bulletins, recordings, subscriptions, and TV programmes for teachers of Spanish and Portuguese is explained for us.

312. Seiden, Edith W.: "Habla Inglés" HP, XXXVI (June '54), 68-70. These students of Puerto Rican origin needed to master English if they were to become a real part of the American community. The device used to help solve the problem was a club. It did meet with much success.

313. Theurer, Louise H.: "The German Language House New Jersey College for Women, 1929-1954," AGR, XXI (Oct.-Nov. '54), 13-15. The residents of the German Language House hold to its original purpose: to provide a place with a pleasant atmosphere in which, through constant use of the language, a fluency is developed which leads to a greater appreciation of the German people and German culture.

XIX. TEACHER QUALIFICATIONS, TEACHER TRAINING (8).

See also: 37-76, 93-108, 233-236.

314. Eckberg, Beatrice E.: "Jamestown's Promotional Program in Spanish," H, XXXVII (Mar. '54), 70-72. The writer offered a workshop in Spanish for all elementary teachers in her system. *The Los Angeles Instructional Guide* was used as a basis. First the material was presented orally-aurally. Methods of teaching the children by use of various aids were discussed. Gradually the teachers began to introduce the children to Spanish. The response to this program was most encouraging.

315. Freeman, Stephen A., et al.: "The Qualifications of Foreign Language Teachers," SS, 80 (Nov. 27), 165-168. The committee, headed by Dr. Freeman, submits this report on the qualifications of foreign language teachers. The committee surveyed the closely related problems of the preparation, certification, placement, and supervision of the language teacher. The study is divided into five sections: objectives, situation, qualifications, problems, and recommendations.

316. Freeman, Stephen A.: "Report of the Committee on the Qualifications of Foreign-Language Teachers," ERB, XXXIII (Nov. '54), 207-213.

317. Freeman, Stephen A., et al.: "Qualifications of Foreign Language Teachers," NASSPB, 38 (Dec. '54), 91-96.

318. Heller, John L.: "Languages and Linguistics," ACLSN, V (I), 5-6. One of the three areas considered by the Council was the study and teaching of traditional modern languages. Various needs discussed included an organized program to provide American

teachers with more opportunities for study in foreign countries, an increase in the number of intensive summer programs in this country and its close neighbors, and an extension of summer workshops for teachers in the field.

319. "MLA Foreign Language Program," MLJ, XXXVIII (May '54), 244-245. The names of Special Summer Language Schools Designed Primarily for Teachers are listed. The list may be incomplete since it contains only those schools that replied on time.

320. Pfeiffer, J. Alan; Mayo, Helen N.; Hollenstine, Henry M.: "Language Requirements of the Universities and Colleges of Eastern and Western New York" MLJ, XXXVIII (Apr. '54), 177-185. In this list of approximately 66 colleges and universities alphabetically arranged, the authors have explained the requirements for admission, general requirements for the B. A., departmental requirements, requirements for the Ph.D., etc.

321. Walton, John: "An Alternative to the Fifth Year," JTE, V (June '54), 118-122. Dr. Walton mentions practical and theoretical objections to the "fifth year" plan as the dominant pattern for attracting liberal arts students to teacher education programs. He explains in detail a curriculum designed by Wesleyan College, Macon, Georgia, to give undergraduate preparation for teaching. This curriculum may be divided into three major areas. Among the sixty semester hours foreign languages take their place.

XX. TESTING, APPRAISALS, EVALUATION (8).

See also: 93-108, 109-155, 241-277.

322. Bolinger, Dwight L.: "Retooling Retrospect," MLJ, XXXVIII (Mar. '54), 113-117. The writer praises Walter V. Kaulfer's article on "Retooling the Profession in the Light of Modern Research," MLJ, XXXV (Nov. '51), 501-522. However, Dwight L. Bolinger, the writer, believes some clarification is necessary. He hopes his criticisms offered will elicit it.

323. Chomsky, Wm.: "Some Guiding Principles in Textbook Analysis and Word List Construction," JE, 25 (Fall '54), 46-49, et seq. Some basic principles are here presented which should, in the writer's opinion, be taken into account in conducting a study of textbook evaluation and wordlist construction in Hebrew. Some principles, deemed necessary by the writer, have often been ignored by serious students in the field. The material presented here will be helpful in stimulating and in directing the workers in this field.

324. Goldberg, Henry R.: "Program of Jewish Teacher Education as Revealed by a Questionnaire Study: An Evaluation," JE, 25 (Fall '54), 21-31, et seq. The investigation described in this paper is really supplementary to the 1948-49 Hurwitz study. In the method that is employed in arriving at an evaluation of Jewish teacher education, it differs from the Hurwitz study. The present study is an evaluation based on the opinions and reactions solicited directly from students, graduates, and principals.

325. Johnston, Marjorie C.: "Developments in Teaching Foreign Languages," SL, 36 (May '54), 115-116. Several circumstances account for the usefulness of foreign languages in American life. Professional educators and language specialists are working together in a thorough reexamination of the administration, content, method, objectives, and other aspects of foreign language teaching in the public schools. This article tells the story of our professional advancement in the teaching of foreign languages.

326. Lorge, Irving and Diamond, Lorraine K.: "The English Proficiency of Foreign Students," JHE, XXV (Jan. '54), 19-26. Are there particular aspects of English usage that are more or less difficult for all foreign students, or for certain groups of them? Are foreign students favored on English vocabulary tests which contain words etymologically related to their own vernacular? This article presents some evidence about the above questions obtained at the Institute of Psychological Research, Teachers College, Columbia University.

327. Moore-Rinvoluci, M. J.: "Oral Work and Oral Examinations," MLL, XXXV (Mar. '54), 52-53. There is no such thing as an "oral side" separated from a "written side" in the study of a foreign language. Teachers of Grammar school pupils especially, must aim simultaneously at three equally important objectives: reading, speaking, and writing.

328. Salomon, Ellen: "A Generation of Prognosis Test-

ing," MLJ, XXXVIII (Oct. '54), 299-303. From the standpoint of the psychologist, prognosis in modern language centers around four questions which are stated in this article. The contradictory answers to these four and other findings are then discussed for us. The comments of various prominent language leaders are included in this discussion of the work done in

prognosis between 1917 and 1950. An excellent bibliography concludes the article.

329. Sánchez, José: "Evaluation of Spanish Films," H, XXXVII (Sept. '54), 340-341. Professor Sánchez gives constructive and destructive criticisms on four Spanish films.

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See also: 93-108, 109-155, 241-277.

330. Beckett, Ralph L.: "Linguistic Science: Key to Babel," PDK, XXXV (May '54), 318-320. The promise of linguistics is to offer to all men some simple objective truths about the structure and function of their languages, for then they can use language confidentially. That promise will be fulfilled, by our teachers who possess wide social vision, tolerance earnestness, and extensive training in the methods and results of scientific linguistics.

331. Bowen, J. Donald: "English Loan Words in Spanish," H, XXXVII (Sept. '54), 329-331. Our writer takes exception to the attitude reflected in Professor Mallo's paper, *La Plaga de los Anglicismos, Hispania*, XXXVII (May '54), 135-140. Mr. J. Donald Bowen, Foreign Service Institute, Dept. of State, Washington, D. C., clearly explains several examples to which he has taken exception.

332. Bull, Wm. E.: "Linguistics, Not Grammar, in Foreign Language Teaching," MLF, XXXIX (June '54), 15-24. The writer conducted an experiment with his class of 19 in teaching methodology. He found that his students had no useful, pedagogical conception of what a language is. As a result, he analyzes for us the major causes and processes of such pedagogical disintegration and suggests some means for remedying the situation.

333. Cowles, Ella N.: "Lexical Characteristics of American Spanish Observed in Regional Literary Works," H, XXXVII (Mar. '54), 39-43. Anyone interested in the vast word stock of American Spanish can examine this inexhaustible treasure by studying the expressions that the "costumbristas" and the novelists of Spanish America use. The study of one hundred eight books has revealed that American Spanish vocabulary has been, and is being, enriched almost as much from external sources as from internal sources. These external and internal sources are explained, and many examples are given.

334. Dulsey, Bernard: "Greek and Latin Prefixes Common to Spanish and English," H, XXXVII (Sept. '54), 322-323. Practically every one of the prefixes listed in this article is to be found in the other Romance languages as well as being common to English and Spanish. The list is not all-inclusive. It is presented alphabetically according to the Spanish spelling of the prefix.

335. Françon, Marcel: "Usage and Definitions," MLJ, XXXVIII (Dec. '54), 420. Our writer wishes to make a few remarks about such words as *humanisme*, *humaniste*, *individualisme*, *lyrisme*, *lyrique*, and *Renaissance* from the book, *Le problème de l'Incroyance* by Lucien Febvre.

336. Ganz, P. F.: "Some English Loanwords in German," MLR, LXIX (Oct. '54), 478-483. In this article it is impossible to do more than give a few word histories which may be of interest because they are not included in H. Schulz, Deutsches Frendwörterbuch, which goes only as far as the letter P.

337. Keppler, Kurt: "Misleading German Words of Foreign Origin," GQ, XXVII (Jan. '54), 31-40. Various reasons are given for the changes in meaning of German words of foreign origin. Some old and new German-English dictionaries are works of merit because of their systematic attempt to clear up the meanings of misleading German words of foreign origin. An alphabetical list of misleading German words at the close of the article appropriately draws our attention to the necessity of a careful study of their meanings.

338. Mallo, Jerónimo: "La Plaga de los Anglicismos," H, XXXVII (May '54), 135-140. This is a study of Anglicisms in the Spanish language. Professor Mallo explains their origin and use. Many of them appear in the Spanish language because there is no word in Spanish to express a particular object. Professor Mallo accepts these, but he decries the frequent use of other Anglicisms which, although appearing acceptable, do not express any better the thought of the speaker than words already in existence in the Spanish language would. He also considers reprehensible the use of constructions directly derived from English, not typical of the Spanish language. He warns us to be on the lookout for these Anglicisms in order to eliminate them.

339. Mueller, Eugen H. and Dulsey, Bernard: "Spanish Words of Germanic Origin," H, XXXVII (Dec. '54), 472-477. The purpose of this paper is to consider only those modern Spanish words which can be found in respected dictionaries of Spanish and which are of Germanic origin. The writer is concerned with those words of Germanic origin which entered Spanish through normal channels, for example, by constant oral-aural repetition. In all 154 words alphabetically arranged are listed, and important etymological data is given.

340. Murphy, Spencer L. Jr.: "Notes on 'Anglicismos' in American Spanish," H, XXXVII (Dec. '54), 457-459. It is the purpose of these notes to analyze the patterns of adaptation which English words show on their way into Spanish. Allophonic variants in the Spanish dialects are disregarded. English expressions are adapted to Spanish in three ways: (1) phonemic, (2) morphemic, and (3) semantic. These are explained.

341. Olmsted, David L.: "A Note on the Dialect of Regla Cuba," H, XXXVII (Sept. '54), 293-394. The dialect here considered is not peculiar to Regla, for it is found in all parts of Havana and in outlying municipalities. The features discussed in this paper occur most frequently in 'fast colloquial' speech. Three outstanding features of the Regla dialect with some exceptions are explained.

342. Pelan, Margaret: "The Nominal Suffix '-tin (e)'," MLR, XLIX (Jan. '54), 13-22. This nominal suffix -tin (e), which is mentioned briefly in most histories of language, has exerted little notice until it was discovered in *Les Misérables*. The frequency of the suffix in French makes it worthy of further consideration. Several words in French with this suffix have a collective meaning, and are listed and explained here.

343. Prince, J. Roy: "Philology at Work," MLJ, XXXVIII (Feb. '54), 75-79. The purpose of this article is to show the role which philology can play in the learning and teaching of a foreign language. The writer shows that all of the divisions of linguistics can be brought into use even in elementary teaching. The principal aim is to help students see the practical value, the logical connection between words they

know in English and those they will know in their new language.

344. Ranson, Helen M.: "Viles Pochismos," *H*, XXXVII (Sept. '54), 285-287. This is a study of Mexican *Pochismos* many of which are derived from English constructions, and some are manufactured. Several of these are typical of Mexico only.

345. Ranson, Helen M.: "Diminutivos, Aumentativos, Despectivos," *H*, XXXVII (Dec. '54), 406-408. The writer explains the meaning of and the use of *diminutivos, aumentativos, and despectivos*, and she gives several Spanish examples with translations.

346. Reyburn, Wm. R.: "Quechua I: Phonemics," *IJAL*, XX (July '54), 210-214. This analysis is based on the speech of three individuals from the Canton of Colta in the Andean Province of Chimborazo. Some dialectal variations occur in this specific area, but they are mostly lexical. Phonological variations consist of the varied distribution of certain consonant allophones. Throughout the entire Ecuadorean Quechua area, vowel variation in Spanish loans is correlated with a degree of bilingualism of Quechua speakers.

347. Roth, Maybelle: "References for Enlightenment on Sundry Spanish Problems," *H*, XXXVII (Sept. '54), 323-326. The names of five books are listed for reference since they are rich in idiom and word usage. The terms are listed alphabetically and include such expressions as *al día, por dia, cada día*; and such words as *escalera, escalera, escalinala*.

348. Vakar, Nicholas P.: "Words and Meanings," *AAT*-
SEEL J, XII (Oct. '54), 44-51. The knowledge of the Russian language has steadily become an increasingly important requisite of our patterns of research, intelligence and international politics. Our methods of instruction are most inadequate. Many courses are not offered in Russian, and there are not the necessary graded readers in vocabulary and in syntax. In conclusion the writer suggests various ways in which the situation can be improved.

349. Walter, Sister M.: "Vocabulary, the Lost Art," *CSJ*, 54 (Oct. '54), 261-262. In the teaching of French the writer has found that a good way to increase word power is to call to the attention of the class the words which are identical in French and English. A dictionary of such words may be made by each student. This project may be used in the study of any language.

350. Wells, John C.: "Some More Misleading German Words of Foreign Origin," *GQ*, XXVII (May '54), 180-181. The writer adds to Kurt Keppler's "Misleading German Words of Foreign Origin," *GQ*, XXVII (Jan. '54), 35-40.

351. Wonderley, Wayne: "Handrails in German," *MLJ*, XXXVIII (Apr. '54), 191-193. Our writer reemphasizes some guides or handrails which beginning students and we teachers can use reciprocally and more effectively as a technique in bridging the English-German stream. Many aids are offered which will be of great help to the students as vocabulary common to English and German.

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* * *

Foreign travel ought to soften prejudices, religious or political, and liberalize a man's mind; but how many there are who seem to have travelled for the purpose of getting up their rancour against all that is opposed to their notions.

—CHARLES B. FAIRBANKS

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Notes and News

The English Program for Foreign Students at Indiana University

The field of English as a Foreign Language, or English to Foreigners, is comparatively new, so new that there is a scarcity of trained personnel and teaching-materials in it.* Of the schools which have such a program, many have had to carve out their own teaching materials. Indiana is no exception. We are at present engaged in writing our own materials for teaching language, and using them as we go along.

With all this, more and more schools are coming to realize the need for special English classes, where foreigners will be taught separately from native speakers of English. The obvious reason for this is the following: American students who have problems with their native language on the college level, reflect, for the most part, backgrounds where non-standard English is spoken. Foreign students who find themselves in our university English classes are often highly selected and highly literate in their own language. Their problems in English are different from those of the native.

I will talk first in general terms about the factors to be considered in devising an English program for foreign students. These factors were considered in setting up the English classes at Indiana.

The foreign students who come to us are of mixed language backgrounds. They are on different levels of proficiency in English; they stay here for varying lengths of time; they arrive at any time in the school year or in the summer.

The problem is to devise teaching materials in such a way that they contain separate units, complete in themselves. Students should be able to come into the course at any time and leave at any time.

There are special circumstances surrounding a foreign student. He often has a passive or visual knowledge of English and little oral-aural proficiency in it. He has urgent need, therefore, to acquire some oral-aural proficiency.

In devising a method and materials for teaching English to foreign students in a university, one can assume some academic and intellectual discipline on the part of the students, and appeal to the same. One would proceed differently in planning for foreigners in the categories of immigrants or displaced persons, where uniformity of academic background cannot be assumed.

The foreign student in this country is in an all-English-speaking environment. His English instructor does not need to provide an all-around setting or climate for his study of English. The instructor is being assisted by a multitude of outside factors in his task of building up oral-aural proficiency. He can limit himself, therefore, to giving to the student in class only those things which cannot be obtained outside of class.

The instructor need not concern himself with providing

for the student specialized vocabulary or more efficient reading ability in the student's field of specialization. The ordinary teacher of English is not equipped to do this. Training in non-specialized vocabulary and in the basic structure of English is a large responsibility in itself. Special English programs, where they exist, rarely have the personnel and facilities to go beyond these limits.

Whether a student knows much English or not, he is obliged at all times and in all situations to use and understand English of all degrees of complexity. For that reason, it seems advisable not to begin his instruction with the present tense of the verb 'to be,' but rather, to present him from the start with full-grown language situations, using topical and idiomatic vocabulary and structure, in order to prepare him for his environment outside of class.

If a student's English is very deficient, he is taking only English and holding up his other studies until he becomes more proficient. His English course should be intensive enough to enable him to carry other subjects before too long.

A foreign student is faced with English requirements in our schools, usually in English composition. He must be taught something about writing in his special English classes, before he takes the required composition courses.

I shall go on now to details of the method and materials used to teach English to foreign students at Indiana.

We offer only one language course, which meets two hours a day, 5 days a week, for 5 credits. Everybody takes the same course and does the same thing, at the same hours every day, no matter how much English he knows. In this way we are able to solve a number of problems: distribution of limited teaching personnel; supervision of classes; shifting of students back and forth after the start of a term until the best section or sub-group is found for him.

Students are separated only according to level of proficiency, since the same material is presented at the same pace for all who are taking the course. The activities in class are rigorously controlled and limited to the following:

1. Memorization of three short dialogs a week. Class drill on same.
2. Giving the dialogs orally from memory, for a grade, and writing the same dialogs from memory, complete with punctuation, for a grade.
3. Drill on grammar exercises.
4. Writing one composition a week, in class. The compositions, may I add, are carefully corrected and annotated, but not graded.

There are about ten people to a classroom. The ten stu-

* Paper read at the Foreign Language Section Meeting of the Speech Association of America in New York, Dec. 1953.

dents work in a group, in what we call whole-group activities. Then there are small-group activities, for which the group of ten is further divided, also on the basis of proficiency, into sub-groups of two or three students. Sub-groups work by themselves, under the roving supervision of the instructor. Three hours a week, each sub-group has a student-teacher all to itself, of which I will tell you more later.

All classwork, whole-group or sub-group, is done out loud. Noise is encouraged, in the belief that it provides release from inhibition, of which an adult attempting to speak a foreign language feels a great deal. Working out loud provides aural training at the same time.

All the classwork is of the repetitive or drill type. Drill is our guiding principle, and oral-aural proficiency our chief aim. Speaking proficiency is achieved only through practicing the established speech patterns which form a language. We believe that the greatest amount of practice is obtained first of all by the repetition of material for the purpose of memorization, and then by drill on other controlled materials, short of memorization. Our teaching method is set up around drill, to provide and insure drill. Nothing is permitted to detract from drill time. There is no individual, creative production in class, other than the writing of one composition a week.

Free conversation in English, for example, is provided not by us, but by the general American public, who takes over for us the moment the student leaves our classroom. It happens that the writer strongly doubts the teaching value of free conversation in language instruction. It is an exercise to loosen the tongue, and not so much to teach the student something new. Be that as it may, free conversation does not have to be provided in teaching English to foreigners in the United States.

Classroom explanations, the sine qua non of most teaching, are ruled out in our English classes. Explanations develop the intellect, and what we want to develop are the ear and the tongue. Some words of comment accompany the first contact on a new dialog, but the students are instructed to figure out beforehand as much of the meaning as they can, using all the means at their command: more proficient or articulate countrymen, Americans, and dictionaries, monolingual or bilingual.

No formal explanations accompany the work on grammar exercises in class. The exercises are set up in such a way that the student can understand what is wanted then and there, and by repeating, learn it. The class materials contain written explanations of the grammar principles involved, some of the explanations being quite elaborate, but the students are asked to read them outside of class. In devising the exercises we assume the student has not read the explanations.

There is no discussion in class of errors made on the compositions. The teacher's comments to a particular student are written on his paper, and the student finds time to ask about a particular point before or after class, if he needs to. The compositions, I will add, are eventually given back to the teacher to keep for research purposes. It is assumed that some of the students take notes on their errors before returning their compositions to the teacher.

The dialogs for memorization are used as a vehicle for teaching a number of things: pronunciation, intonation, spelling, punctuation, vocabulary, idiomatic usage, English grammar, comparative grammar, and desirable international attitudes in general. They are also sprinkled with advice and information. English pronunciation, then, is taught only by imitation and repetition. It is not a separate, specialized activity.

When the teaching materials are all written at Indiana there will be enough for two semesters and a summer session. No progression is planned between the materials to be used in one term and those in another. The arrival and departure of foreign students is unpredictable, and this must be taken into account in organizing an English course.

The English materials at Indiana are being written specifically for foreign students studying English at a university in the United States. The dialogs are not written to any specifications of vocabulary or structure; the grammar exercises are related only incidentally to grammar constructions contained in the dialogs. Each lesson is designed as an independent unit. The person with little English can do as well on a lesson as one who knows more English, because of the controlled nature of the materials in each lesson, and because of the type of production asked of the student.

In connection with the English classes for foreign students, we offer for American students a Laboratory Course in Teaching English as a foreign language, a teacher-training course. The laboratory students meet four hours a week, three of which they spend in class with the foreign students as directors of a sub-group. There is also one hour a week of theory and pedagogy. The device of having American students work with sub-groups in the classroom is of great benefit to the foreign students.

The English classes at Indiana were begun in the present form in the fall of 1952. For lack of trained personnel and teaching materials which completely satisfy the course director, only the language course is being offered at present. There will be other courses as soon as we can produce trained personnel and teaching-materials, special classes in composition, reading, and orientation into American life and thought.

ANGELA PARATORE

Indiana University

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Language is as much an art and as sure a refuge as painting or music or literature.

—*Reminiscences of a Student's Life*

* * *

Book Reviews

LANGELLIER, ALICE. *Dupuis et Cie.* New York: Henry Holt and Company, 1954. Pp. 157-xxxix. 62 drawings by Alan Wood-Thomas. 11 exercises by Paul Langellier. Price \$2.80.

Over the past fifty years *Le Voyage de Monsieur Perrichon* has probably been read by more French students than has any other play. Since World War II, however, the comedy has dropped off the best-seller list along with *L'Abbé Constantin* and other 19th Century pieces that are generally considered too old fashioned to attract students of this generation.

Professor Alice Langellier, Chairman of the French Department, Finch College, has adroitly taken the Perrichon story into a modern setting. The time is 1954, ninety-four years after the first performance of the play by Eugène Labiche and Edouard Martin. Perrichon, now called Monsieur Dupuis, behaves pretty much as he did in 1860 when he first appeared on the Paris stage.

The circumstances have of course changed. Instead of arriving at *La Gare de Lyon* for his voyage, the new Monsieur Perrichon appears at *L'Aérogare des Invalides*. And instead of going to the Alps for a bit of mountain climbing, Monsieur Dupuis goes to Biarritz to try his hand at skin diving. In this transition in space and time Professor Langellier has shown her skill in keeping the personality and broad humor of the original.

In keeping with the times, *centimes* have become *francs* in the revised text and *convoi* (train) has become *avion* and *faire* is of course *taxis*. Idioms that are still current, such as Madame Perrichon's: *Les jambes me rentrent dans le corps*, have been preserved. But Commandant Mathieu's: *Je vous serai infiniment obligé de me faire mettre à Clichy* has been eliminated since Clichy is no longer referred to as a debtor's prison. Similarly: *Il lui pousse des plumes de paon dans sa redingote* has been omitted from the new text.

Appropriate question and answer drills, exercises on idioms and vocabulary building have been added by Professor Paul Langellier, Chairman of the French Department, Adelphi College.

The publishers, Henry Holt and Company, have not taken their usual pains with the proofreading and editing. *Aller prendre l'apéritif frais des contribuables* (p. 107) changes the meaning of the line that was obviously intended: *Aller prendre l'apéritif aux frais des contribuables*. Wrong gender is given to *atmosphère* (p. 33), *honte* (p. 110), *partie* (p. 54). *C'est-a-dire* (p. 96) is used for *c'est-a-dire*, *élève* (p. 6) for *élève*, *avec fermé* (p. 48) for *avec fermé*, *mantenan* (p. 47) for *maintenant*, *trainer* (p. 80) for *traîner*, *il me m'a jamais vue* (p. 119) for *il ne m'a jamais vue*, *préoccupé* (p. 88) for *préoccupée*, *prenez vous* (p. xxx) for *prenez-vous*.

Lecture, méprendre, surtout and *endroit*, which figure in the text, are not found in the vocabulary. *Soudainement*

and *chut* are not listed alphabetically. The vocabulary gives inadequate translations to half a dozen expressions: e.g. *A cause de toute cette histoire* (p. 124) means: On account of all this fracas. Yet, the only translations given for *histoire* are history and story.

The 62 illustrative drawings by Mr. Alan Wood-Thomas animate the text and conform with it except in one instance: The dragon's head (p. 92) represents Monsieur instead of Madame Dupuis.

ROBERT BEACHBOARD

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Santa Barbara*

HANS BARON. *The Crisis of the Early Renaissance.* Princeton University Press. 1955. 2 vols. \$10.00.

This important book by Hans Baron is representative of the not too numerous works that have appeared in our time on the creative aspects of the Renaissance. These works, and Dr. Baron's in a special way, mark a definite deviation from those that have stressed the imitative character of the Renaissance, thus confusing the assimilating process of culture with the fundamental and always new trait of artistic creativity.

Dr. Baron's approach resembles in many ways that of his predecessor, Jacob Burckhardt, with whom he shares a deep admiration for Italian Civilization and an unbound love for documentation.

The present contribution to Renaissance studies is the result of ten years of investigation both in Italy and in this country. The author is Research Fellow and Bibliographer of the Newberry Library of Chicago.

Dr. Baron aims at studying the Renaissance or, at least, what he considers its dawn, by projecting it against the political background of the years around 1400, when the Florentine Republic saw its freedom menaced by the ambition of Gian Galeazzo Visconti, lord of Milan. The author modestly, gratefully, and affectionately attributes the inspiration of his critical approach to Dr. Walter Goetz, his old teacher. The work is dedicated to him on his eighty-seventh birthday. The book, from the standpoint of the format, is perfectly done. It is written in a vivid style that never lags in the strength and depth of the thought that animates it.

The highest claim of Dr. Baron's book to significance centers in having shown the modern traits of the intellectual activity that developed in Florence especially around Leonardo Bruni of Arezzo, the learned chancellor of the Republic, distinguished Latin and Greek scholar, translator of Greek works into Latin, and author of works in both Latin and the vernacular. A new light has been focused by the author on a multitude of *Quattrocento*

thinkers and writers: Coluccio Salutati, Gherardo da Prato, Francesco da Fiano, Niccolò Niccoli, Roberto de' Rossi, Gregorio Dati, Cino Rinuccini, Leon Battista Alberti, Lorenzo Valla, and many others. The central figure remains throughout that of Bruni, whose activity and works, primarily the *Dialoghi*, have been studied with rare acumen and thoroughness.

In the consideration of the works and cultural role of these men, Dr. Baron has rendered a great service by re-dating many of their works and drawing from the new dates of publications important conclusions about the character of the authors and their attitude concerning vital problems of their time. In this manner, and through a rare familiarity with the sources (Volume Two is entirely dedicated to notes and sources), Dr. Baron has conclusively and with new and fresh views presented the Renaissance as one of the high points of modern history.

His outlook on Humanism pivots on his belief that the cultural contacts with Greek and Roman literature strengthened the attitude and opinions of the Florentine Humanists on the civilization of their time. There was no antagonism between Latin and the Florentine vernacular as far as the serious and constructive Florentine scholars were concerned. Their "civic Humanism," as Dr. Baron calls it, was the sum and substance of all that was modern and new in their age. Through the study of Latin and Greek they "anchored" more firmly their pride in the capacities of their vernacular and their admiration for Dante, Boccaccio, and Petrarch. The greatness of Classical authors offered to them the pattern and measure of the true greatness that they recognized in the three great men of their age. Far from diverting the attention and interest of real scholars from contemporary life and history, contacts with Roman history and culture enriched their perspective on the political issues of their time. The classical example, stressed by Dr. Baron in his analysis of Bruni's *Dialoghi*, was the role that Caesar played in Roman history and the deed of Brutus who vindicated Roman republican liberty by murdering his adopted father. The "new view of history" that Dr. Baron finds in Gregorio Dati's *History of Florence from 1380 to 1406* was a direct derivation from the civic spirit that the Roman Republic, through Bruni's writings, breathed into the heart and mind of the historian of the Florentine political crisis. The modernity of the civic Humanists is predicated especially on their new faith in "active life," an attitude that led to a new concept of religious, social, political, and artistic life. Their attitude, evidenced in their conclusions about the problems of family and business activity, marked a decided break from the transcendentalism of the age of Dante, according to the author.

Dr. Baron is fully aware that there were many pseudo-classical scholars side by side with the real ones in whom he is primarily interested. Bruni, in fact, is differentiated by him from both the lingering mediaevalists and the classicists who held modernity in contempt. Resuming a terminology that Dante had applied in the *Convivio* to the false scholars of his day, Dr. Baron terms *literati* the superficial classicists who strutted in courts and schools and opposed, among other issues, the use of the vernacular. Dante, too, assumed the same attitude towards them in his famous words of the *Convivio* in which he flays those who honored the vernacular of other nations and spurned their own.

There is no book which a reviewer can accept *in toto*, and this reviewer has some reservations to make on some points of Dr. Baron's work. One refers to his belief that "the first flowering" of cultural life in Florence took place around 1400. This statement seems to neglect the flowering that is observable in Florence a century before when architecture, painting, and poetry were illustrated by the glorious names of Gioto, Arnolfo, Cavalcanti, Compagni, and Dante. It was a flowering that was accompanied, if not motivated, by a political crisis not essentially different from that provoked by the Visconti of Milan.

Dr. Baron reveals such a wide and deep familiarity with Italian critics of yesterday and today that it has surprised this reviewer not to find in his book the evaluation of Carlo Curzio's work *La politica italiana del Quattrocento* published in Florence by Novissima Editrice in 1932. Carlo Curzio's thesis is basically the same as that of Dr. Baron, with the exception that he does not restrict the center of radiation of Renaissance culture to Florence and to the effect that the long conflict with Milan exercised on the intellectual life and mode of thinking of the Florentine Humanists.

It is also difficult to follow the author on the historical question of the "fractionalism" of Italy and the disinclination of the various republics to coalesce into a national state. On this ground it is difficult for anyone to disagree with an illustrious contemporary, Machiavelli, who, though an ardent admirer of the ancient Florentine republic, saw in the continuation of *campanilismo* the road on which the invaders traveled in order to enslave Italy for centuries.

These, however, are very minor points when viewed against the stately structure of Dr. Baron's book, and when one thinks of the impact that such a work is bound to create in the field of Renaissance studies of our generation.

DOMENICO VITTORINI

University of Pennsylvania

COLLIS, MAURICE, *Cortés and Montezuma*. New York: Harcourt, Brace and Co., first American edition, 1955. 256 pp. \$4.00.

Always of interest to those concerned with the life and letters of Spanish-America are the writings of the early chroniclers, and even the retellings of these writings. The conquest of Mexico in particular, in all its drama and adventure, has been dealt with since the beginning in a readable and lively way. Maurice Collis's *Cortés and Montezuma*, with some reservations which will be noted, retells in this same vein the stirring story of the lake city.

Mr. Collis's announced purpose is to make a correction to history, as he feels that history has not in the past been capable of attaching enough importance and understanding to the religious beliefs of Montezuma. In fact, he takes Prescott to task for this in his *Introduction*. Now he feels that this correction can be made, and in undertaking it, the author focusses on the figure of Montezuma, dramatizing him in every way possible—by reference to authority and by his own interpretation—in order to place him in sharp opposition to the figure of Cortés.

The Montezuma he reveals is intended to dispel the notion of a wavering, weak-willed monarch, and substitute therefor a tragic but rational ruler. This intention of the author hinges on his making a positive identification of

Cortés with Quetzalcoatl in the mind of Montezuma, as well as in the minds of his subjects, and of even the independent Tlaxcalans. Montezuma, he claims, instead of being weak, was following a definite policy of temporizing with Cortés (Quetzalcoatl) while trying to get him to leave the country; rather than bring general ruin by a possible false move in a war between the gods; Tezcatlipoca, of the prevailing pantheon, and the returning Quetzalcoatl.

All of this heightening of the character of Montezuma results in the author's endowing him with an historical consciousness (p. 191)—

"Had Montezuma seen nothing in Cortés' landing but a foreign invasion there would be ground for dismissing his occult sciences as a delusion, but since they indicated correctly the landing's essential nature, which was more than did any body of ideas then current in Europe, we cannot dismiss them as a hallucination. In a broad view Montezuma had more insight into the fundamental reality of what was happening than had Cortés."

But if we accept the insight, or historical consciousness, of Montezuma, we must accept the validity of the means by which he reached it, that is, the validity of his occult sciences. This is very close to romanticism, and herein lies the weakness of this book, purportedly a corrective to history. For the author runs out of enough definite authority to support his insight into Montezuma's inner conflict and has to rely more and more on subjective interpretation. The revelations which he appears to promise in the *Introduction* never quite seem to appear.

The authorities he does use are mainly Bernal, Cortés, and Sahagún, with a reference to Las Casas and a few to Andrés de Tapia. Sahagún lends support to the importance of the religious influences at work on Montezuma. But for the narrative the author relies heavily on Bernal (a fact which he does not try to conceal), so heavily in fact that the book is virtually an adaptation of the old soldier-chronicler's great work.

Two substantial errors should be noted. On page 22, the author refers to "Charles, nephew of Ferdinand," when of course Charles was the grandson of Ferdinand. On page 247 he says of the tomb of Cortés—"The spot is unknown, as it was not marked." For a full account of the last time the bones of Cortés were brought to light, one should see *Tiempo (Hispano americano)* for 6 December 1946. This removal and subsequent replacement took place in November 1946.

On the credit side, although one should be aware of the essentially subjective nature of the author's efforts to make his case, the fact that in reading this book one will be reading mainly Bernal will mean a highly entertaining experience.

JAMES R. BROWNE

Kenyon College

WESTPHAL, WILHELM H. AND RICHTER, THEODOR, editors, *Das Grosse Bildungswerk / Ein Handbuch zum Selbststudium*. Braunschweig: Schlösser; vol. I, 1954, xlvi + 1086 col.; vol. II, 1955, 144 col.; ill. DM 88.

Even though a few exceptional polyhistorians down to the end of the eighteenth century managed to live by it, the renaissance ideal of the educated man possessing an ade-

quate acquaintance with all fields of learning has long been considered unattainable for the ordinary person. With the ever-increasing complexity of modern life, the proliferation and tremendous advances of the various sciences, any such endeavor on the part of an individual might now appear a completely quixotic dream. However, as a wish this ideal does persist. It was clearly recognizable as a motivation when, in 1932, Anatole de Monzie launched his ambitious project of a new *Encyclopédie Française* which was to encompass in systematic survey every field of present-day human knowledge. Helped by a host of collaborators de Monzie planned to achieve this gigantic task in twenty-one huge volumes of which a dozen or so had appeared when the second world-war intervened. (It is encouraging to note that recently this great enterprise has been revived and a new volume has been added to the magnificent series.)

Unfortunately, the mere thought of having to plod through twenty-one tomes of this forbidding size must have a sobering and frustrating effect on even the most avid searcher for universal knowledge. This was apparently realized by the men who have planned *Das Grosse Bildungswerk*, and they have succeeded in condensing their survey to humanly manageable proportions which in itself represents a notable achievement. These two volumes in lexicon format, each having more than 500 pages, surely demand readers willing to make a considerable effort and willing to dedicate most of their spare time for about two years to the study of their thirty odd chapters. On the other hand, such readers will—we can safely assume—be richly rewarded and derive extraordinary benefits from their efforts.

Although *Das Grosse Bildungswerk* has grown out of adult education needs in post-war Germany and is intended (how else could it be?) for laymen, practically all its thirty-one contributors are professors in German universities and recognized experts in their respective fields—some, like Pascual Jordan or Hans-Joachim Moser, enjoying a worldwide reputation. Volume One, under the editorship of Wilhelm H. Westphal, contains besides the general introduction the chapters on physics, chemistry, astronomy, astrophysics, cosmology, geophysics, meteorology, geology, mineralogy, geography, botany, zoology, paleontology, genetics, human anatomy and physiology, and anthropology. Volume Two, edited by Theodor Richter, is devoted to the *Geisteswissenschaften* (which would be a more appropriate term than "social sciences"): psychology, philosophy, religions, history (divided among three scholars), visual arts, linguistics, literary arts, theater and film, music, sociology, political science, law, and economics. In addition, ample glossaries of technical terms and bibliographical advice on further study in each field have been provided; the alphabetical index, without being complete, seems reliable and fully sufficient for cross-reference purposes.

What reviewer can feel competent to judge such diversity of offerings? I for one must admit that as yet I have not read even half of this work. The sections I have read, however, prompt me to recommend *Das Grosse Bildungswerk* very warmly; I must add that they have left me with the strong desire to read the rest of it as soon as possible. Except for the *Encyclopédie Française*, I know of only one comparable publication in German or any other language:

this is the final volume of the new "Konversationslexikon," *Der Grosse Herder* (Freiburg, 1953) whose collectivity of authors remains anonymous even though they all are obviously tied together by their strict Roman Catholic outlook. Undoubtedly, there will be readers for whom this firm religious standpoint is preferable; others, probably the majority, will find the non-denominational attitude of the *Bildungswerk* contributors more to their liking.

Although, on the whole, the present reviewer favors the *Bildungswerk* in comparison to the *Herder*, he must mention that at least the bibliographical appendix is a good deal more satisfactory in the latter. Nor does his warmhearted support of the former mean that he sees no blemishes in it. They are not, however, in its typographical presentation; this has been most carefully attended to (including the numerous charts and illustrations). Some of the points on the debit side of the *Bildungswerk* are: Apart from a short passage on non-Euclidean geometry, the entire area of mathematics has been disregarded (a similar observation applies, by the way, also to the *Herder* and the *Encyclopédie Française*).—Regrettably, the section on linguistics has been entrusted to a scholar who uses his allotted space to give a summary of his own very personal and highly controversial theories rather than an objective survey; besides, his style is so tortuous and slovenly that the uninitiated reader must get from his words the impression that Greek,

for example, is one of the Celtic languages (II, 256). Some other contributors, too, do not quite reach the general level of stylistic clarity and felicity which characterize most of the chapters in this work; but with so many collaborators it is probably inevitable to have one or another lose sight of, and contact with, the particular audience for whom the book is intended.—Any reviewer on this side of the Atlantic must note the woefully deficient treatment given to American letters: only four authors receive brief mention, H. Beecher-Stowe, Faulkner, Dos Passos, and Hemingway. But then he will remember how prevalent similar valuations are even among well educated people in Europe. In the chapter on psychology, Sigmund Freud's name is not once mentioned whereas Jung und Weizsäcker are quoted verbatim in several places.

Critical reservations of this kind would be a serious matter in any work of smaller proportions, but within the all-encompassing sphere of *Das Grosse Bildungswerk* they are reduced to the rank of negligible and insignificant specks. We must be grateful, indeed, that a young and relatively small publishing firm has had the courage to undertake this admirable venture, and it is sincerely to be hoped the work will sell in sufficient quantities so that in a new edition the minor blemishes, too, can be eliminated.

HARRY BERGHOLZ

University of Michigan

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Perhaps the most striking and characteristic element of a spoken tongue—the one by which we guess the nationality of a stranger without understanding a word he says—is intonation, the varied sequence of pitch; and that is seldom even mentioned in schools. Every language has its familiar inflections; these should be taught as carefully as the individual sounds. Very helpful is a set of phrases provided with a musical notation of pitch and time. For the proper study of the single vowels and consonants a phonetic alphabet is very desirable; without it the beginner, unless he be provided with a phonograph, cannot practice by himself and is helpless the moment he leaves his teacher.

—C. H. GRANDGENT

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